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LEGISLATIVE DOCUMENTS,
SUBMITTED TO THE
FOURTEENTH
GENERAL ASSEMBLY,
OF THE STATE OF IOWA,

WHICH CONVENED AT DES MOINES, JANUARY 8, 1872.

CYRUS C. CARPENTER, GOVERNOR.
HENRY C. BULIS, LIEUTENANT-GOVERNOR AND PRESIDENT OF THE SENATE.
ED WRIGHT, SECRETARY OF STATE.
JOHN RUSSELL, AUDITOR OF STATE.
SAMUEL E. RANKIN, TREASURER OF STATE.
AARON BROWN, REGISTER OF THE STATE LAND OFFICE.
ALONZO ABERNETHY, SUPERINTENDENT OF PUBLIC INSTRUCTION.
JAMES WILSON, SPEAKER OF THE HOUSE OF REPRESENTATIVES.

VOLUME I.


DES MOINES:
G. W. EDWARDS, STATE PRINTER.
1872.



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BIENNIAL MESSAGE

OF

SAMUEL MERRILL,

GOVERNOR OF THE STATE OF IOWA,

TO THE

FOURTEENTH GENERAL ASSEMBLY,

JANUARY, 1872.

DES MOINES:
G. W. EDWARDS, STATE PRINTER.
1872.

GOVERNOR'S MESSAGE.

Gentlemen of the Senate and House of Representatives :

The period fixed by the constitution for the biennial meeting of the General Assembly having arrived, I congratulate you upon the favorable auspices under which you meet. Our State has been greatly blessed and prospered since last you assembled. We have had favorable seasons and bountiful crops, and our commonwealth has been strengthened by a continual influx of a thrifty and enterprising class of people. While other parts of our country have suffered from the most disastrous conflagrations in the world's history; and while other lands have been terribly devastated by pestilence and famine, by wind and flood, we have been providentially spared these afflictions.

FINANCES—The report of the Auditor of State, which is before you, and that of the Treasurer of State, which is submitted herewith, for the fiscal term ending November 4th, 1871, show a continued increase in the resources of the State. Upon comparison with the financial reports presented at the last General Assembly, it will be seen that there is a large increase in the amount yielded by the ordinary sources of revenue. Direct taxation, for instance, produced \$184,244.11 more than in the previous term, although the levy in the later term was twenty per cent. less than in the earlier. The revenue from railroads shows an increase of \$19,364.71, notwithstanding a reduction for the last year, in the proportionate amount of revenue from this source coming into the State treasury, of sixty per cent. ; and the taxes collected from insurance companies indicate a gain of \$28,627.87. The heavy payments by the general government during the two years

ended November 1st, 1869, amounting to much the greater part of our remaining claim on account of expenses incurred by the State because of the war, reduced very materially the revenue to be expected from that source ; hence the receipts therefrom during the last two years were nearly \$300,000 less than during 1868 and 1869. The gross receipts of the revenue during the term were \$1,769,522.91, which, with the balance in the treasury November 1st, 1869, made the amount of available means during the term, \$2,055,683.07. The expenditures were \$1,973,942.23. Balance of general revenue in the treasury November 6th, 1871, \$81,840.84. The warrants issued during the period amounted to \$1,972,930.78, of which \$666,615.74 were issued for the use and support of the various public institutions of the State ; \$626,031.29 were drawn for the erection, enlargement, and improvement of public buildings; and \$58,264.24 went to objects of a special or extraordinary character, for which the legislature has at various times made appropriations—such as the Geological Survey and report, the encouragement of immigration, the reunion of Iowa soldiers, republication of Supreme Court reports, etc. The balance of the warrants issued, amounting to \$622,019.51, very nearly represents the regular and ordinary expenses of the State government. These, it will be seen, constitute only a little more than one-third of the entire expenditures of the State.

I invite your attention to the recommendations of the financial officers of the State, whose long experience, whether in the legislative halls or in public office, gives additional value to their suggestions.

Among the valuable tables presented in the report of the Auditor of State is one setting forth the objects and amounts of taxation general and local, throughout the State, for the year 1870. From this we learn that the grand aggregate of the levies is \$9,371,685.76. The total valuation upon which this taxation was based was in the neighborhood of \$300,000,000, making the levy some $3\frac{1}{8}$ per cent. This is a heavy—not to say oppressive—rate of taxation. To be sure, it is based on a great undervaluation of property ; upon actual value it would probably be about one and a quarter per cent.—certainly not more than one and a half. But this rate, it will be remembered, is an average one throughout the State, and implies,

of course, a higher rate in some localities. In fact, a rate twice as high does actually prevail in some parts of the State. It is true that much the larger part of this amount of taxation is levied by the people themselves, or by their immediate representatives in city, township, and school boards. Nevertheless, I suggest to the legislature the propriety of adopting a maximum limit of taxation to which any property may be subjected in one year. At present, the following are the maximum rates that may be levied by the proper authorities so far as the same are designated by law:

State.....	2 mills.
County, for ordinary revenue.....	4 mills.
County, for schools.....	2½ mills.
County, for bridges.....	3 mills.
Township, for roads.....	5 mills.
Total.....	16½ mills.

In addition, school-boards are authorized to levy a tax for contingent fund, and one for teachers' fund, sufficient, with the annual apportionment, to sustain school twenty-four weeks in each year, and longer if desired by sub-districts.

The people may vote additional taxes as follows :

County, for public buildings, etc.....	10 mills.
County, for high schools.....	5 mills.
Township, for railroads.....	50 mills.
School district, for erection of school-house....	10 mills.
Sub-district, additional for erection of school-house	5 mills.
Total.....	80 mills.

The foregoing statements do not include taxes in cities and towns, where as high as twelve and a half mills may be raised for revenue, sinking-fund, and library, besides the five per cent. railroad tax which may be voted; nor yet any special levies to meet interest and principal of bonded debt of county, town, or school-district. It will be seen, however, that as high as ninety-six and a half mills of taxes may be levied upon property within a given sub-district. In cities

and towns, the levy may, of course, be much higher, partially because of municipal expenses, but mainly because of the fact that cities and towns may also tax themselves in aid of railroads, so that there may be two five per cent. levies—those of the township and the municipal corporation—upon the same property at the same time. This would make a possible aggregate of fifteen dollars and ninety cents upon a hundred dollars, aside from amount raised for teachers, and contingent funds, for the payment of judgments, and on account of bonded indebtedness. I am personally cognizant of an independent district where, on account of two of these three items, a tax of three and a half per cent has been levied for the year 1871.

To my mind, five per cent. is as high a rate of taxation as should be levied upon any property in any one year, exclusive of amounts necessary on account of bonded indebtedness.

As a judicious step toward such limitation, I recommend the repeal of the acts of 1868 and 1870, allowing townships, &c., to tax themselves to aid in building railroads. Under these acts, or more properly that of 1870, the sum of \$1,077,703.38 was levied in that year. It is fair to estimate that an equal amount was voted in 1871; in all, over \$2,100,000.00. It is believed that most of this outlay has been well invested, and will bring ample return in increased commercial facilities, influx of population, and development of resources, to the communities interested. Nevertheless, the policy is at best a questionable one, to be justified only because of the great benefit expected from it, to be retained only for a time, and by no means to become part of the permanent law of the State.

At the last session of the General Assembly, a new act upon this subject was passed with greater restrictions, the act of 1868 having been declared unconstitutional by the Supreme Court. The constitutionality of the new act was also called in question; but it was sustained by the Supreme Court at its December term, 1870, in the case of *Stewart vs. Supervisors of Polk county*. At the same term, in the case of the *McGregor & Sioux City Railroad Co., vs. Birdsall*, the Court virtually overruled the former decision as to the act of 1868. Thus both statutes may now be considered operative: the later act not repealing the earlier, nor in conflict with it; although doubtless

it was the intention of the legislature that the new statute should supercede the other.

The revenue received from the railroads during the last two years amounted to \$292,377.14, of which \$90,171.88 was retained in the State treasury, the balance being paid to the counties, respectively, through which the roads run. It is manifest that the counties now receiving the revenue from this source, also enjoy, mainly, the benefits and advantages consequent upon the building of the roads. They are afforded by these arteries the speediest access to the markets of the world, and consequently the best prices for their products. On the contrary, those parts of the country which do not enjoy any of this revenue are deprived of all the facilities afforded by these great works of improvement, and are compelled to transport their products long distances to the railroad lines, and really to pay tribute to the more fortunate localities. I would suggest, as a measure of justice to all parts of the State, that the entire proceeds of this tax be paid into the State treasury, believing such the most equitable disposition thereof that can be made. The increased revenue thus derived would be of service in the construction of the public buildings, and the improvements at the various institutions, that will be needed during the coming two years.

INDEBTEDNESS.—The debt of the State, exclusive of bonds issued to the school-fund, remains as stated in my former message, viz.: \$300,000, in war and defense bonds. This debt will become due in 1881. I recommend that authority be given, under proper restrictions, for the purchase of the bonds and the early extinguishment of the debt. The disposition I have suggested of the railroad taxes would materially assist in bringing about this consummation.

PUBLIC LANDS.—The report of the Register of the State Land Office is herewith submitted. It contains additional lists of lands granted by the General Government for various purposes. From this report, in connection with that from the same office two years ago, we find that the grants to the State for all purposes amount to 7,282,835.35 acres, of which 4,300,152.11 acres were for works of internal improvement under the acts of Congress of 1846, 1856, and 1864.

In addition to this munificent gift, the Register reports that the railroads have received direct, from the General Government, under the act of June 2, 1864, the amount of 597,996.24 acres, making a grand aggregate for railroads and the Des Moines river improvement, in the State of Iowa, of 4,898,148.35 acres, or nearly fourteen per cent of the entire area of the State.

The Dubuque, Bellevue & Mississippi Railway Company having filed its acceptance of the provisions of Chapter 73 of the acts of the last General Assembly, I caused to be selected the amount of lands designated by such chapter for the construction of the Tete des Morts branch of the Dubuque and Sioux City Railroad, and approved such list September 22d, 1870. This road was completed during the past month, and I have caused patents to be issued for the lands referred.

On the twenty-first of October, 1870, upon proper evidence, I certified to the Department of the Interior, the completion by the C. R. & M. R. R. Co. of a piece of road from Pearl street, Lyons City, to the Chicago, Iowa and Nebraska Railroad, within the limits of the city of Clinton.

On the 12th day of November, 1870, I certified to the same department, the completion of two sections of the Iowa Falls and Sioux City Railroad; and on the 9th of March, 1871, I further certified to the completion of that road entire from Iowa Falls to Sioux City. This certificate being satisfactory to the Department of the Interior, I caused patents to be issued to said company for its *pro rata* share of the Dubuque and Pacific Grant, save the lands to which settlers had made proof of claims.

The proper officers having filed with me the necessary evidence, I, upon the 5th day of December, 1870, certified to the completion of the McGregor & Missouri River Railway to Algona.

The Des Moines Valley Railroad Company, having completed its road into Fort Dodge, on the east side of the Des Moines river, in the month of December, 1870, of accordance with Chapter 57, Acts of the Twelfth General Assembly, I caused patents to be issued to that company for the lands reserved by said act for the construction of the road above Des Moines, and the payment to it of the moneys

received for lands sold to S. H. Taft under Chapter 108 of the Acts of 1864. I also caused patents to be issued to Mr. Taft.

The whole amount of lands patented during the biennial term amounted to 404,000 acres.

COMMON SCHOOLS.—The very able report of the late Superintendent of Public Instruction, will be before you. I earnestly commend to your attention the thoughtful and elaborate articles upon the various subjects coming within the purview of the duties of that officer, as well as the suggestive statistical information, presented in the report. The number of districts is 1594—an increase of 132 in the two years since the last report. There are 7,841 schools against 7,009 two years ago. The number of youth within the school ages is 461,258, of whom 342,440, or 74½ per cent., were enrolled during the past year; and the average attendance was 211,726, or nearly 46 per cent. Two years ago the number enrolled amounted to less than 71 per cent.; and the average attendance equaled only 42.65 per cent. of the enumeration. The constant and steady increase of the number of those enjoying school-privileges, as compared with the whole number entitled to them, I regard as one of the strongest evidences that our beneficent system of common schools is continually enlarging the sphere of its usefulness, and gradually bringing within the scope of its inestimable privileges, all the youth of the State. The value of school-houses and apparatus is \$6,916,490.16. The increase in the amount of capital thus invested during the terms has been \$1,541,947.66, or about twenty-nine per cent.

I cordially commend to your consideration the forcible remarks of the Superintendent upon the sub-district system, and unite with him in urging its abolition. I am fully persuaded that the school-districts should be substantially co-extensive with the civil townships, incorporated towns, and cities; in other words, that there should not be any distinct territorial organization other than those well-defined political divisions with which we, in common with the people of most of the States, are so familiar. The system of sub-districts, as it prevails in Iowa, is peculiar to this State, and was adopted as a compromise between the small district plan formerly in vogue, and the more modern one of township organization now so generally

adopted throughout the North. In my opinion, it has lasted long enough to establish the superiority of the system whose adoption it impedes, and to furnish another illustration of the general inutility of compromises in establishing anything permanent.

I cannot omit calling the attention of the legislature to the timely suggestions of the Superintendent of Public Instruction, looking to the establishment of a system of graded normal schools at convenient points throughout the State. All will acknowledge the necessity of professional training on the part of the teacher for the duties and responsibilities of the school-room, and the actual advantage, in the way of true economy, to our public schools, of supplying them with teachers formally prepared for their work by proper normal drill. There can no longer be any doubt that these desirable objects can be best effected through the instrumentality of the normal school. For years this branch of our public school system has been sadly overlooked, more, as it seems to me, because there was not at hand a scheme of normal instruction that would commend itself as in the main adapted to the necessities of the case, and that would not at the same time make extravagant demands on the munificence of the State. In both these respects, I think the plan submitted will meet with the approval of the legislature.

The claims of the schools in our rural districts, and the lower departments of our graded system, to a larger share of the fostering supervision of the State, as furnishing the mass of our citizens with all the education they ever acquire, and with sufficient, if well imparted and well received, for the practical necessities of life, are made prominent in this scheme, which proposes to bring the primary normal school within reach of the teachers in these grades. It will appear from the exhaustive paper on that subject in the Superintendent's report, that the plan of primary normal schools, tributary to some central higher institution of the kind, may be so arranged in details, as to involve no great expense to the State; and I think I may with confidence say, that such facilities for the training of our teachers will refund to our school system, and to the general weal of our commonwealth, such results as will be more than an equivalent for the money thus expended.

THE STATE UNIVERSITY.—My official relation to the State University as President of the Board of Trustees, and afterwards of the Board of Regents, has afforded me ample opportunity to become acquainted with its condition and claims, and I feel justified in bearing my unqualified testimony to its very great value, as standing at the head of our noble system of public education. My personal observation, for the last four years, fully confirms the opinion of numerous competent judges, that the courses of study; the learning, experience, fidelity, and zeal of the instructors; the proficiency in scholarship and the orderly conduct of the students; the controlling idea and general plan of the University; its adaptation to the educational wants of the people; and its progressive character, entitle it to a high rank among the institutions of its class in the northwestern part of our country. The reports of the Board of Regents, and the President of the University, contain a full and detailed account of its affairs, and will afford information that will enable you to judge for yourselves concerning its whole organization, the facilities it offers for the highest mental culture, and the extent to which those facilities are availed of, by the youth of our own and other States. I earnestly recommend that you give these reports a thorough examination, and am confident that you will be convinced by them of the wisdom of securing the continued prosperity and enlargement of the University, by a liberal appropriation for its support during the next two years. I would also recommend the passage of a bill, providing, from the revenue of the State, a permanent income for this great and important institution of learning, so that the Regents and Faculty may be able to carry out every reasonable plan for its improvement in all its departments and interests, free from the embarrassments arising from the uncertainty of biennial appropriations.

Soon after the last meeting of the General Assembly, Rev. Dr. Black closed his short but successful career as President of the University. The Board of Regents was fortunate in securing for his successor a citizen of our own State, of great worth and eminent ability, who entered upon his duties at the close of the last year of the University.

PERMANENT SCHOOL FUND.—The indebtedness of the general

revenue to the school fund has increased during the fiscal term \$8,558.14, being the amount of loss audited in said fund in the several counties of the State. The whole amount now held by the general revenue is \$243,056.15, earning for the fund eight per cent. per annum. The first named sum, the constitution requires, must remain a permanent charge against the State ; and I believe such should be the case with this entire indebtedness to the school fund, deeming it to be the best investment of the same that can be made. The gross amount of the fund is \$3,161,483.01, an increase of \$228,856.97 since the report of 1869. The income derived from this fund during the past two years, and apportioned among the counties, amounts to \$464,467.38, or about 15 $\frac{1}{4}$ per cent. of the fund.

During the past two years, with the advice and consent of the Census Board, under chapter 32, acts Ninth General Assembly, I disposed of 218.13 acres of land in Decatur and Polk counties, for \$3,141.30, averaging \$14.40 per acre; and three lots in the city of Keokuk, for the sum of \$1,100. These lands and lots were a part of the securities for the Eads' loans. The constitution of the State provides that "all losses to the Permanent School or University Fund of this State which shall have been occasioned by the defalcation, mismanagement, or fraud of the agents or officers controlling and managing the same shall be audited by the proper authorities of the State." Under this provision, as before stated, the sum of \$8,558.14 has been funded on account of losses since the adoption of the present constitution. A question has arisen whether this provision is intended to include defalcations happening under the former constitution of the State. The language may be so construed, yet it is not without doubt. If in the opinion of the General Assembly it may be constitutionally done, I would recommend that all losses to the fund since the admission of the State, be assumed by the State, and interest paid thereon. And here I would suggest that the rate of interest paid by the State upon this class of debt be increased to ten per cent. The law now provides that money loaned to private parties from this fund, since July 3, 1870, shall draw that rate, and has always required it upon notes given for purchase of school lands.

THE LIBRARY.—The report of this officer shows an increase in the number of volumes in the library of about 4,000, comprising a very full collection of English, Scotch, and other law reports, as well as valuable treatises and text-books. I recommend that the fees received for notarial commissions and for commissioners, be appropriated for the support, improvement, and enlargement of the library. I would also recommend that the law in reference to the library be revised, and a reasonable compensation be allowed the librarian.

On the 8th day of September last, the Librarian, JOHN CARPENTER MERRILL, departed this life, after a short illness. He was a young man of much promise, of great energy, and of high integrity. Combined with these traits, his knowledge of books and love of order made him eminently useful in the office intrusted to him. He rearranged and thoroughly systematized the library, making it a model of order and neatness, and had established a high reputation as one of the most efficient public librarians in the country. In his early death, the State lost an excellent officer, and the community a worthy young citizen.

MILITARY MATTERS.—The present militia law of this State, so as far as a well-organized militia is concerned, is almost a dead letter. We should have a small militia force, well organized, thoroughly equipped, and with efficient officers and well drilled men, ready for any emergency in State or nation. Fifty companies, perhaps, with fifty men each, in as many localities, the members required to drill a limited number of days in each year, and paid for the time spent therein, would, in my estimation, give us a force at once ample and efficient. The details of any plan would be subjects for your deliberation and action. The suggestions of the Adjutant-General, upon this subject, in his report herewith transmitted, as well as in former reports, are worthy of consideration. Exemption from jury duty and poll-tax should be extended to active members of military companies, as well as to those of fire companies.

The suggestions of the Adjutant-General in relation to the publication of a general index of all Iowa soldiers, and the cemetery records, are submitted to your consideration and determination.

Application has been made by the War Department for the consent of the State of Iowa to the purchase, by the United States, of the National Soldiers' Cemetery, at Keokuk, described "as fractional block No. 107, and lots 1, 2, 3, and 4, of block No. 108, in "Mason's Lower Addition" to that city. I recommend that the General Assembly grant the consent asked.

In the laying out of these grounds, space has been left in the center for the erection of a monument to the gallant dead who repose there. As over eight hundred Iowa soldiers, belonging to all parts of the State, lie buried in the cemetery, it has been thought well that the State should erect the proposed monument. I submit the matter for such action as you may deem advisable.

CLAIMS AGAINST THE GENERAL GOVERNMENT.—On the 5th day of February, 1870, I received, at the hands of Colonel John N. Dewey, Commissioner to adjust war and school-fund claims against the government, and paid over to the Treasurer of State, the sum of \$85,079.64, on account of claims for expenses incurred in raising troops to aid the federal government in suppressing rebellion, filed January 7, 1869. The aggregate amount received from the federal government because of these claims, (including those on account of the "Ink-pa-du-tah raid," at Spirit Lake, in 1857,) is \$952,741.27.

On the 11th day of March, 1870, I received, through the same channel, the sum of \$20,886.51, and on the 3d day of August, 1871, the further sum of \$15,250.16, on account of the five per cent. due the State of the receipts from sales of public lands. For these sums, I hold the Treasurer's receipts.

The report of the Commissioner, submitted herewith, shows that the remaining claim on account of the "Ink-pa-du-tah raid," amounting to \$871.84, has been recovered; and that of the claim on account of payments to officers and men of the First Iowa Cavalry, \$20,266.78, has been allowed, and with the former sum placed to the credit of the State. Two years ago the Commissioner thought it not impossible to collect within ten per cent. of the gross amount claimed. This point has now almost been reached, there remaining not yet allowed only \$116,874.89, or rather less than


eleven per cent. of the aggregate claim; and the Commissioner hopes to obtain between \$40,000 and \$50,000 more. Whether this amount be obtained or not, the State has abundant reason to be satisfied with the success of this commission.

PUBLIC INSTITUTIONS.—The reports of the Trustees and officers of the various public institutions and Boards of the State will be laid before you as soon as printed. These will inform you as to the workings and needs of the respective public charities and enterprises. In connection herewith, I would state that I have asked the presiding officers of several of the institutions to prepare addresses to be delivered before the members of the General Assembly during the session, upon subjects connected with their respective charges, if it shall please the two houses of the legislature to second my request by extending the necessary invitation. In my opinion, no better opportunity can be afforded the members of the legislature (except by personal inspection) for obtaining a knowledge of the workings of our various institutions.

BLIND.—The number of pupils at the Institution for the Education of the Blind, during the term, was 125—an increase of 43 over number attending the previous term. Of this number, 65 were admitted during the two years—about twice as many as during any previous term. Since the institution was founded, 248 persons have enjoyed its advantages, and been more or less fitted to care for themselves in life.

The crowded condition of the institution is forcibly depicted in the report of the Trustees. The necessity for the enlargement of the building by the erection of the north wing, would seem to be urgent. The sum of \$100,000 is asked by the Board for the purpose of constructing, heating, and furnishing this addition to the building. The superintendent also suggests an allowance for raised maps, for apparatus for use in the study of physiology, and for a printing press. I particularly commend to your attention the remarks of that officer upon the last named topic.

The expenses of the institution during the term were \$49,007.47. The expenditures for improvements ordered by the General Assembly were \$29,633.65; and for the Industrial Home \$649.36.



The support of this institution is provided for by the payment from the State treasury of the sum of forty dollars per quarter for each pupil, and for current expenses of the further sum of \$8,000 per annum. An Industrial Home was provided for by the last General Assembly; but owing to the large number pressing for admission into the school, only six could be received into the Home during the term, and still less, it is thought, can be accommodated during the next two years.

I would suggest that the General Assembly fix definitely the name of this institution. It is called in the act organizing it the "Asylum of the Blind," but in most subsequent acts it is incidentally denominated the "Institution for the Education of the Blind." The latter, or a shorter title with the same significance, would be preferable. "Asylum" is evidently not a proper designation.

INSTITUTION OF THE DEAF AND DUMB.—In the month of December, 1870, the school of the Institution of the Deaf and Dumb opened in the new building at Council Bluffs, with ninety-one pupils in attendance. The whole number in the school during the two years was 119—an increase of seven over the previous term.

The State contributes to the general support and current expenses of this Institution the same amount *pro rata* and annually as to that of the blind. This appropriation drew from the State treasury during the past two years \$39,620. The expenses for the same time were \$42,914.13. The report of the Trustees and Superintendent represent a condition of the building not favorable to a high degree of comfort or economy. I recommend to your attention the remarks of the Trustees thereon. This badly finished structure affords an unfavorable commentary upon the contract system in erecting public buildings: a commentary which is borne out by the history of many similar undertakings in our own and other States. Appropriations are asked by the Board, of \$10,000 for out-houses, gas-house, furniture, &c., and of \$5,000 to be refunded, being amount expended for furniture, out of funds of the school; likewise the sum of \$100,000 for finishing the other wing of the building, and for grading the grounds. The Board also deem the appropriation for current expenses too small, and ask that the same be enlarged to twelve thousand dollars per annum.

The expense attending the construction of this building amounted to \$144,856.07. To this sum must be added the amount due the contractor, viz.: \$14,940.04, less deductions for unfinished and imperfect work. To meet whatever may be found thus due the contractor there is an unexpended appropriation of \$15,143.93.

HOSPITALS FOR THE INSANE.—The grounds of the Hospital for the Insane at Mt. Pleasant have been enlarged by the purchase of some forty-eight acres of land adjoining. The improvements provided for by the last General Assembly, have been satisfactorily made. The land and improvements cost \$40,275.62. The current expenses for the term amounted to \$217,679.32. The number admitted to the Hospital during the term was 520, and the average present, 441.45. At the close of the term there were 510 under treatment; and this number has since been increased to 518. When it is remembered that the building is intended to accommodate less than 300 patients, the overcrowded condition of the house becomes at once apparent. This state of affairs will continue until the building at Independence is ready for occupancy. I commend to your attention the able report of the Superintendent, and would respectfully ask for it a careful examination. His suggestion of a separate institution for the epileptic and the hopelessly insane, I deem especially worthy of your consideration. The Board of Trustees asks the sum of \$27,900 for various improvements and for contingencies.

The building at Independence progressed rapidly until the appropriation was exhausted. Three sections of the north wing, the engine house, and the rear center building are now covered and inclosed, and the foundation and basement walls of the remaining section are up. The foundation of the chimney is laid, and the air-ducts are nearly finished. The outlay since the previous report has amounted to \$231,551.44. From personal inspection, I am satisfied that the work on this building has been well done.

To prepare this Hospital for the reception of patients, it will be necessary not only to complete the parts already commenced but to construct the main center building. To do this, it is estimated, will require \$200,000. In view of the urgent demand for the early completion of this building sufficiently for the reception of patients, I would

recommend the immediate passage of a joint resolution, authorizing the Commissioners to employ such labor as may be profitably used during the present winter months. This action would continue the work until an appropriation could be made and become available.

I have recently received the resignation of Hon. Geo. W. Bemis, one of the Commissioners appointed by act of the last General Assembly. It being so near the time of your session, I have made no appointment of a successor.

AGRICULTURAL COLLEGE.—The State Agricultural College, during the past two years, has made good progress toward perfecting its facilities for educational work. In that time the farm has been greatly improved by fencing and bringing into cultivation several hundred acres more of land ; by additional buildings, wells, and implements ; and by increasing the herd of blooded stock ; thus greatly enhancing its value as an experimental and model farm. An orchard and an experimental garden have been established ; a workshop erected, and furnished with tools and machinery ; a chemical laboratory constructed, and fitted up with apparatus ; and a beginning made in collecting physical apparatus. The library and museum have received considerable accessions, though yet quite inadequate to meet all demands. The grounds around the College building are greatly improved by the construction of drives and the planting of trees and shrubs. In all these improvements the progress has been quite as rapid as the means at hand would allow.

The income of the College, derived entirely from the Congressional endowment fund, amounts to between \$30,000 and \$35,000 per year. This fund cannot legally be applied for any other purpose than the "support and maintenance" of the College, and its use for the construction or repair of buildings is strictly prohibited.

The first senior class, numbering thirty, organized last fall, will graduate the present year. During the two years past, the attendance has been above two hundred students a year, and many had to be refused admittance on account of want of room. By the extension of the present building there will be accommodations, next

spring, for about fifty more students, which, with the facilities for boarding outside the building, will enable the institution to receive an aggregate of two hundred and fifty. No doubt the institution would be filled if it had conveniences for double that number. In order that the College may go on with the work begun, some further State aid seems desirable. Additional buildings for students' rooms are required, to accommodate the many who are asking for admission. There is also a necessity for a physical laboratory, and for extending and enlarging the present chemical laboratory ; for additional professors' houses ; for further facilities for orchard, garden, and farm improvements ; for larger gas-works ; and for some provision for procuring an inexhaustible supply of pure water for the buildings. These enlargements and additions, the Board estimates, will call for at least \$100,000.

SOLDIERS' ORPHANS' HOMES.—Eleven hundred and twenty-eight children have enjoyed the benefit of these institutions, within the last two years; and 1930 since their foundation. The number present, November 1st, was 718, from 63 counties. The health of the Homes has been very good, there having been only two deaths in an average attendance of 763. The grounds at the several Homes are becoming better improved every year. New buildings have been erected, among them one for chapel and school-rooms at Cedar Falls. The State contributes ten dollars per month for each orphan actually supported, which amounted, during the term, to \$183,490. The support of the orphans, and expenses of repairs, improvements, &c., for which special appropriations were made, for the same period, amounted to \$211,324.67. The Board asks appropriations for additional buildings at Glenwood, and for improvements, repairs, and furniture at all the Homes.

PENITENTIARY OF THE STATE.—The general support of the Penitentiary during the past two years, cost \$64,139.77. Of this amount \$2,127.59 was drawn directly or indirectly from the State treasury. In the previous term about one-fifth of the entire amount needed for general support, was drawn from the treasury, and in that ending October 31, 1867, about two-fifths. As at present managed, therefore, it will be seen that the prison gradually approaches a self-sus-

taining basis. The sum of \$8.33 per month is allowed for each prisoner out of the State treasury, if needed. (Less than fifty cents per month was actually drawn during the last term.) The officers' and guards' salaries are fixed by law, and paid from the State treasury. The entire amount contributed by the State for these several items, and on account of special appropriations, during the last two years, was \$46,679.62.

The number of convicts incarcerated in the Penitentiary, Nov. 1, 1871, was 273; an increase of 61 since Nov. 1, 1869. A similar increase within the next two years will exhaust the present enlarged capacity of the prison. The question, then, urges itself upon your consideration, whether the present building shall be enlarged, or a site obtained for another prison, and an edifice commenced thereon forthwith. The State owns, at Fort Madison, a piece of ground to the westward of the prison-wall, to the extent of 235 feet. The Warden suggests that this piece, with 150 feet more, to be obtained by purchase, be included within the prison-walls. This extension, that officer estimates, will cost \$23,000. To enlarge the cell-room of the present building, which is necessary if anything at all be undertaken at Fort Madison, it is estimated, will cost \$21,000. No doubt these extensions, when completed, will answer the demands of the State for years; but it is believed that true economy lies in the direction of a second penitentiary building. At best, the improvement suggested at Fort Madison is only an expedient to bridge over the difficulty for a time. Sooner or later there will be renewed demand for additional prison room. Meantime, the expenses incurred in conveying convicts to the present distant Penitentiary will continue to bear very unequally upon the several counties, and will be larger in the aggregate than it would be were there another prison, more centrally located. I would, therefore, renew the recommendation of my former message, that a site for a new penitentiary be selected, and would further suggest that provision be made for the erection of suitable buildings thereon. It is believed that a very small appropriation—not to exceed \$10,000—would be sufficient for the work which could be done in two years, convict labor being largely, almost entirely, employed upon it.

Under the contract for the labor of the convicts made pursuant to

the act of 1864, the contractors were required to supply labor for only 150 convicts. A modification of this contract enlarged the number to 175. This number was exceeded more than two years ago; but, as many were employed in various ways about the kitchen, dining-hall, and other appointments of the prison, there was then little or no surplus or unemployed labor. The appropriation by the last General Assembly for the increase of the number of cells furnished employment for such as there was for several months. Afterward, until February last, from fifty to seventy-five of the convicts were entirely unemployed. At that time, I made a contract for their labor, running to the first day of the present month, with Messrs. Soule, Kretsinger & Co., the present contractors for prison labor; a copy of this contract will be found in the Warden's report. A provision for this surplus, which is now again unemployed, will require your earliest attention.

The success of the humanizing and elevating influences at the prison has been most gratifying. The act of 1857, providing, as a reward for good behavior, a specified diminution of the term of punishment, has an excellent effect upon the conduct of prisoners. Every convict is of course anxious for as early a termination of his imprisonment as possible, and will naturally do everything, and leave undone nothing, that will tend to hasten his release. This natural inclination increases to anxiety as the period of deliverance approaches, lest he should lose the reward already earned. I attribute the admirable order which prevails at the Penitentiary largely to the beneficent workings of this statutory provision. The revival of the Sunday-school a few years ago has been another efficient agency for good; and the library, the deprivation of the privileges of which is one of the modes of punishment, does its share towards the betterment of the prisoners. A judicious enlargement of such beneficent influences is well worthy the consideration of the enlightened legislator. In this direction, I would suggest the establishment of an evening school, under the charge of a competent instructor. A reading-room might also be introduced as an additional reward for good behavior. It cannot be doubted that a part of the time between work hours and bedtime might be very profitably spent in reading and study, resulting in great benefit, and leading in many cases to thorough reformation.

Thus the State, while holding every man to a strict account for his crime, would yet place it in his power to return to society a better man. The subject of introducing these accessories, as a reward for good behavior, I heartily commend to your early and favorable action.

The subject of prisons and prison discipline, has attracted much attention of late, so much so, that it has been deemed advisable to hold a national convention to consider the subject. Accordingly a convention met at Cincinnati, Ohio, in the month of October, 1870. To this body I deputed the Warden of the Penitentiary to represent the State of Iowa. The deliberations of the convention, which was very largely attended, and whose sittings were protracted through several days, were of the most interesting character, and brought out much valuable information upon the various subjects connected with the management of prisons.

On the 31st day of December, 1874, the present contract for the main body of the prison-labor will expire. Prior to that time, I would suggest that inquiries be instituted for the purpose of ascertaining the best mode of utilizing the labor of the convicts, with regard to both the financial and reformatory aspects of the question ; and would recommend that a commission be created empowered to investigate the whole subject of prison management, discipline, and employment, as well as the means for effecting the largest amount of permanent benefit to the convicts ; such commission to report to the next session of the General Assembly.

It is stipulated in the contract for the prison-labor that the State shall furnish the necessary shop-room. Some time since the contractors built a foundry and an additional shop. These additions to the prison conveniences were needed, and consent was given by the State authorities for their erection, the contractors to await an appropriation by the General Assembly for their reimbursement. I recommend that such appropriation, to the extent of the amount found due the contractors, be made at your present session.

REFORM SCHOOL.—The number of inmates of the School at the close of the term was eighty-five, an increase of forty-five since the previous report. The school is full, and at one time the

Trustees were compelled for a while to stop receiving any into the institution. A separate house for girls is imperatively needed. This state of affairs will remind you of the advisability of taking steps towards a permanent location and edifice. The expense of such edifice the Trustees place at \$75,000.

The expenses of the School for the term, including payment of note, with interest, given in former term, amounted to \$28,112.20. The State contributed \$22,000 to the income of the school, to which the farm, and other sources of revenue, added \$5,324.92. The expenses thus exceed the income \$787.28, and this notwithstanding what I deem the most rigid economy on the part of the Board and officials of the School. I am well satisfied that a small increase in the appropriation would be a judicious expenditure.

STATE HISTORICAL SOCIETY.—The State Historical Society continues its laudable work of collecting, preserving, and publishing the records of the settlement of the State and territory, and the deeds of our pioneers. As these early adventurers pass away, this work becomes more and more important. The Society receives an annual appropriation of \$500 ; notwithstanding which, it finds its treasury, at the date of its report, overdrawn to the amount of \$33.97. The “Annals of Iowa,” the Society’s very excellent quarterly, the Board say may hereafter be considered a self-sustaining periodical. In order to extend the area of the Society’s usefulness, the Board asks an appropriation of \$3,000 per annum, and the erection of a fire-proof building for the preservation of its valuable collections.

IMMIGRATION.—The General Assembly, at its last session, made provision for a Board of Immigration, appropriating therefor the sum of \$5,000. Immediately upon appointment, the Board entered upon its labors. The small amount of the appropriation prevented any extensive system of canvassing our own and foreign countries by means of agents; and not to exceed \$500 was used in this manner. The effective work of the Board was mainly done through the instrumentality of a pamphlet compiled, under its direction, by its Secretary, Mr. A. R. Fulton, entitled, “Iowa the Home for Immigrants.” Of this work, an able and invaluable compend of the resources of the

State, sixty-five thousand copies, each containing a miniature map of Iowa, were printed, in the English, German, Dutch, Swedish, and Danish languages, and circulated widely throughout our own and other countries. A copy of this pamphlet was sent to every newspaper in the United States; this was followed by notices more or less extended in many of the leading journals of the country. The Board also distributed a great quantity of circulars containing information concerning the State. In addition, the Secretary has written several hundred letters, many of which have been published in Eastern newspapers. Several persons have acted without pay as agents for the Board, and some of them, I have reason to believe, with great efficiency. The several railroad companies, having land-grants, particularly the Burlington & Missouri River R. R. Co., have co-operated with the Board in its efforts. The railroads running through the capital, the B. & M. and Pennsylvania Central railroads, and the Hamburg Steamship line freighted the pamphlets free of charge.

The benefit derived from these efforts, it is believed, has amply repaid the outlay. Aside from the more manifest indications of accomplished results, in the shape of colonies which have been planted, in different parts of the State, the almost unprecedented growth of the newer counties of the west gives evidence that great work has been done.

The matter of affording increased facilities for emigrants coming to the West, as well as to protect them from the impositions so constantly practiced upon them at the seaports, furnished the occasion for a national convention, which, in accordance with a call signed by the Governors of Minnesota, Iowa, Nebraska, Missouri, Kansas, Michigan, and Wisconsin, met at Indianapolis, Indiana, November 23d, 1870. At this convention, the Governors of six States and territories were present, and twenty-two States, two territories, and the District of Columbia, were represented. Iowa was represented by several members of the Board of Immigration, its Secretary, and Mr. Louis A. Ochs, of Davenport. The Convention, after a thorough discussion of the subject, adopted, by a nearly unanimous vote, resolutions favoring legislation by Congress to prevent actual abuses and frauds, and protect the true interests of the emigrant; requesting

the opening of negotiations with foreign countries, so as to secure joint jurisdiction upon emigrant ships; condemning all schemes, combinations, and monopolies oppressive to emigrants; favoring a federal "Bureau of Immigration;" and declaring for the abolition of all capitation taxes collected from emigrants. Bills have been framed and presented to Congress in accordance with these resolutions, and the indorsement of the legislatures of the States interested, has been asked.

THE NEW CAPITOL.—The act of the last General Assembly providing for the erection of a new State capitol appropriated the sum of \$150,000 for commencing the work. The Commissioners having charge of the matter, in accordance with a call issued by me in pursuance of the act, held their first meeting May 25, 1870. One of their first and most important duties was to avail themselves of the information requisite for the adoption of a suitable plan for the building. After visiting and examining several of the buildings of other States, erected for similar purposes, and a careful inspection and comparison of the plans submitted, they were enabled to adopt one which, it is believed, combines, in an eminent degree, the elements of convenience, taste, and beauty, requisite in an edifice of that character, and yet the cost of which shall not exceed the maximum amount fixed by the law, to-wit: a million and a half of dollars. In the adoption of this plan, the Commissioners availed themselves of the advice of Edward Clark, Esq., architect of the national capitol, a person of eminent ability. Messrs. Cochrane & Piquenard, of Illinois, were selected as the architects to prepare the drawings in detail of the plan as adopted, and to supervise the construction of the building.

The next important duty, and one involving the greatest responsibility, was the choice of suitable material for the foundation. Steps were taken to obtain reliable information of the capacity, as well as the quality of the product, of all the principal stone quarries in the State. To this end, most of the quarries were visited by committees, and samples from over thirty of them were caused to be submitted to practical and scientific tests. Although these investigations established the fact that our State is supplied with an abundance of

building material of good quality, yet it was soon ascertained that only a few quarries were sufficiently developed to supply at once, and as fast as needed, the quantity of stone required for such a work. From the large number of competing quarries in the State, the duty of making a judicious choice, was soon found to be a task of great difficulty. I can truly say that I believe it has been the earnest desire of the Commissioners to economize the funds placed at their disposal, and at the same time, to avail themselves of the best material for the work, to be found in the State. The facts developed, and the information elicited, will doubtless prove of great practical advantage in the choice of material for the future prosecution of the work.

During the latter part of the year 1870, contracts for excavating the foundation, and for the delivery of sand, were made. The excavation was mostly done during the fall and winter. A supply of sand was delivered sufficient for the greater portion of the entire work. The early months of the past season were spent in the details of preparation for the stone work, and in putting in the concrete foundation. In order to provide for the convenient and economical delivery of material, a branch railway of nearly a mile in length was constructed, connecting the capitol grounds with the railroads running into the city.

On the 12th day of May, 1871, a contract was entered into with Messrs. Tuttle & Robertson, of Des Moines, for furnishing the stone for the foundation, at the price of \$10.25 per cubic yard for dimension stone, and \$5.75 per cubic yard for block rubble. Under this contract the first car load of stone was delivered on the ground, June 15, 1871, but owing to the delay incident to the opening of a new quarry, and its subsequent failure to yield stone of size and quality as required, the contractors were prevented from delivering stone as fast as needed. The first stone was not laid in the foundation until the 17th of August. On the 23d of November, the formal proceedings of the laying of the corner-stone took place, at which time, in consequence of the severity of the weather, the work was suspended for the season. At this time the contractors were furnishing stone from a new quarry as fast as needed, and the work was being prosecuted vigorously. Had the season for laying stone been protracted, as we usually have reason to expect, nearly the entire foundation walls

would doubtless have been laid. As it is, about three-fourths of the outside foundation walls are laid, on solid concrete masonry, two feet in thickness.

For full details of the work already done, reference may be had to the report of the Commissioners soon to be submitted. The report will show that at the date of January 1, 1872, there had been expended of the appropriation, the sum of \$119,997.62, leaving a balance on hand of \$30,002.38. With the necessary buildings, machinery, and a railway to the capitol grounds, already provided, future operations on the building may be resumed without the delay attending the work heretofore.

In view of the importance of the work, and the absolute necessity that the building be pressed steadily forward to completion, or at least to a condition suitable for occupancy, I would earnestly recommend that the present General Assembly make a certain fixed annual appropriation, say of not less than \$150,000—the amount to be increased as the resources of the State may admit, and as the stage of the work may require, and not to exceed in the aggregate the estimated cost of the building. This would save the Commissioners much embarrassment in making their arrangements and contracts.

I would suggest that the law creating this Board be so modified as to reduce the number of its members to three or not to exceed five; that they be selected for their peculiar fitness for the work without regard to locality; and that their salary be sufficiently liberal to enable them to devote all their time to the duties of their office. I would also recommend that both political parties be represented upon the Board.

Below I present a summary of the amounts deemed necessary by the Boards and officers having charge of State institutions and public works, for new buildings, for repairs, and for improvements requiring special appropriations. Some of the objects for which the several amounts are asked, however desirable, may be delayed until the next General Assembly shall meet; but most of them, I think, should receive immediate attention. It is for the General Assembly, whose members are just from the people, and familiar with their views and

feelings, to say how much shall be expended for these various objects.

The following are the figures:

Hospital for the Insane at Independence.....	\$ 200,000.00
Hospital for the Insane at Mt. Pleasant improvements and contingences.....	27,900.00
New Capitol.....	300,000.00
Asylum for the Blind, addition to building.....	100,000.00
Institution of Deaf and Dumb.....	10,000.00
Institution of the Deaf and Dumb, wing to building..	100,000.00
Penitentiary improvements.....	12,000.00
Penitentiary enlargement.....	44,000.00
Agricultural College, buildings and improvements....	100,000.00
Soldiers' Orphans' Homes, buildings and repairs.....	15,000.00
Soldiers' Orphans' Homes, libraries.....	700.00
Reform School	75,000.00
Board of Immigration	20,000.00
State Historical Society.....	6,000.00
	<hr/>
	\$1,009,700.00

The Auditor of State, in a very acceptable table, estimates the income for the two years ending November 2, 1873, at \$1,972,400, and the expenditures at \$1,341,500, leaving towards meeting the above mentioned special demands, and any other for which the legislature may deem it advisable to provide, the sum of only \$630,900.

THE GEOLOGICAL SURVEY.—The Report of the late State Geologist was published last winter in two very elegant volumes, and circulated extensively in our own and other countries as required by the act authorizing its publication. It has called forth high eulogiums for its scientific and general excellence from eminent authorities both in Europe and America. It is to be regretted, however, that the survey could not have been completed before the publication of the work; and I hope it will be resumed at no distant day, and carried through to completion.

RAILROADS.—I have before mentioned the completion of the entire

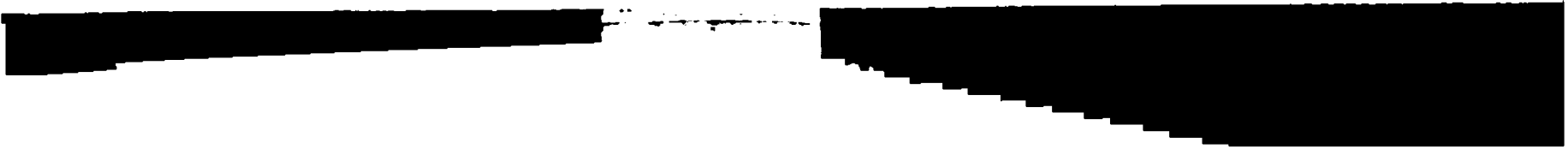
line of railroad from Dubuque to Sioux City, and of its Tete des Morts Branch, as well as the construction of the McGregor and Missouri River Railway to Algona, and of the Des Moines Valley road to Fort Dodge. In addition to these land grant roads, the Burlington Cedar Rapids and Minnesota Railroad is now in operation, from Burlington to Nora Springs, in Floyd county. The Central Railroad of Iowa has been extended on the south to Albia, and on the north to Northwood, Worth county. The St. Louis and Cedar Rapids Railroad is completed to Ottumwa, and is operated by the North Missouri Railroad Company, making a direct route from that city to St. Louis. The Burlington and Southwestern Company has built a line from Fort Madison to Bloomfield, connecting at the former place with Burlington, and at the latter with Moulton. The Chicago, Rock Island and Pacific Company has extended its road from Washington through the counties of Jefferson, Wapello, Appanoose, and Wayne, into the State of Missouri, and through that State to Leavenworth, Kansas. The Burlington and Missouri River Railroad Company has built a branch from Red Oak Junction, in Montgomery county, to Hamburg, in Fremont county, a distance of thirty-nine miles. The Davenport and St. Paul Railroad has been built from the first named city to Maquoketa, in Jackson county, a distance of 43 miles, and to Wyoming, in Jones county, a distance of 53 miles. The Iowa Midland Railroad is in operation from Clinton *via* Maquoketa to Anamosa; and the Sabula, Ackley and Dakota Railroad is built from the former place through Jackson and Clinton counties, to Oxford Mills, in Jones county, a distance of some 50 miles.

On the 31st of December, 1868, there were 1448 miles of railroad in the State, and on the 31st of December, 1870, there were 2,783 miles, an increase of 1,335 miles in the two years. There are now, 3,000 miles of railroad in operation in the State. According to the estimate of the Treasurer of State, the value of the property now in railroads may be put at rather more than \$80,000,000, or about one-eleventh of the entire value of all the property in the State. The magnitude of this interest is now so formidable as in my opinion to demand some measure of official supervision. At present, railroad companies, upon the completion of their lines, are

required to report to the legislature, stating "the amount paid in," the entire expenses of construction, "the length of the road, the "number of planes on it, with their inclination to the mile, the "greatest curvature of the road, the average width of the grade, and "the number of ties per mile." I am not aware that any railroad company in the State has complied with this requirement ; certainly very few, if any, have done so.

Each railroad is also required to report, under oath, to the Secretary of State annually, "showing the amount" of its capital stock, and "amount paid thereon; the amount of bonds issued, and how "secured, and all other indebtedness; the length of such railroad "when completed, and how much is built and in use; the number of "acres of land donated or granted to them, by whom, and what dis- "position has been made of said grants or donations; the gross "amount of receipts, and how disbursed; the net amount of profits "and the dividends made, with such other facts as may be necessary "to a full statement of the affairs and condition of such railroads." This requirement is complied with by only a small number of companies; and it is not made the duty of any officer to enforce the provisions of either statute. The latter report may be compelled by a writ of mandamus asked for by any stockholder; but there is no penalty in either case for failure to make report. If it were made the duty of some public officer to enforce the making of these reports, there can be little doubt that they would be obtained. Other States, with a larger experience than ours, yet with interests no greater, require systematic reports for the information of the people and to aid in intelligent legislation. There are also questions of safety for life and property, in the management and repairs of old roads and in the construction of new ones, that suggest the need of official supervision. I would recommend the appointment of a board of commissioners, clothed with authority to inspect the several railroads in the State, their mode of construction, management, mode of operating, charges, connections, &c., and with power to compel an observance of the laws of the State concerning railroads.

I have before made suggestions as to the disposition to be made of railroad taxes. The question as to the mode of raising these taxes has been much discussed, and that now prevalent in this State has



been more or less severely criticised. I am, however, of the opinion, that it is the most practicable method yet devised for the purpose. But, in order that this sort of property should bear its just proportion of the public burdens, it is only proper that the tax now levied upon gross earnings, should be increased. The entire sum collected from railroads for the year 1870, amounted to \$186,722,04. The property paying this tax is estimated by the Treasurer of State as worth \$75,000,000. To correspond with the assessment of other property, it would probably be valued for revenue purposes at some \$30,000,000. The tax obtained from railroads, therefore, is equal to about six and a quarter mills on what, under the estimate adopted, would be the assessed value of this kind of property. I have elsewhere given the average tax throughout the State for the same year at $3\frac{1}{8}$ per cent., or about five times that contributed by railroad property. It may be said that this calculation is based upon an overvaluation of the property of railroads. Perhaps it is; yet it certainly cannot be so far out of the way as to obliterate the fact that a very great disparity exists between the revenue from this class of property and that from other sources. This state of affairs, I submit, can readily be remedied without imposing any undue burdens upon existing lines, or crippling new enterprises.

CENSUS AND APPORTIONMENT.—The census of 1870, taken by the federal government, reports a population of 1,191,802 in the State. This is an increase of 150,983 over the figures given by the State census of the previous year—the largest gain yet made by the State during the same period, viz. : about sixteen months. The advance made since the census of 1860 is 516,889. The rapid strides Iowa has made are better realized upon comparing her growth with that of other States. In 1850, she stood twenty-seventh of the States of the Union in point of population. In 1860, she ranked twentieth; and in 1870, eleventh. Among the duties devolving upon you, at the present session, will be that of apportioning the State into seven Congressional districts, or, if the bill pending in the United States Senate passes, into nine of them. In justice, the representation in the present Congress, and consequently in the electoral college next fall, should be based upon the

census of 1870 ; but efforts to effect this result have hitherto failed, and will not probably now be renewed. An apportionment of the State into senatorial districts for four years, and into representative districts for two years, will also be necessary. The judicial districts may now also be reorganized for four years. I would suggest the creation of another judicial district, in order to relieve some of our overburdened districts, and, at the same time, to provide for the newer but more rapidly growing counties.

REUNION OF IOWA SOLDIERS.—Chapter ninty-nine of the acts of last session appropriated the sum of \$15,000 for the expenses of a reunion of Iowa soldiers then in contemplation. Arrangements were forthwith entered into for the accomplishment of the object. The time for the reunion was postponed until August 31st and September 1st, 1878. All the railroad companies in the State very generously agreed to transport the enlisted men of the late war free of charge, and the officers half fare ; while the United States government loaned several hundred tents for the accommodation of the multitude. Contracts were entered into for all the supplies needed, and the most elaborate arrangements were made for the subsistence of the guests of the State. Upon the 31st day of August, 1870, it is estimated that not far from thirty thousand Iowa soldiers were convened at Des Moines, besides an immense concourse of citizens attracted by the grand occasion. The Secretary of War was in attendance and delivered the oration. General Sherman and other distinguished officers of the army were also present. The railroads, especially those coming into the city, were tasked to their utmost capacity, but did their work extremely well. The most admirable order prevailed during the reunion; and the meeting throughout was one of intense interest and enthusiastic enjoyment, long to be remembered by the soldiers of Iowa. The whole cost of the reunion to the State was \$14,090.15, leaving undrawn, of the appropriation for the purpose, the sum of \$909.85. The details of the expenditures, with vouchers, will be found on file in the office of the Treasurer of State.

FOX AND WISCONSIN RIVER IMPROVEMENT.—In my last message I called the attention of the legislature to the efforts being put forth

for opening up to navigation the waters of the Fox and Wisconsin rivers so as to enable the people of the State to transport grain and products from the Mississippi river to the lakes by water. In 1870, Congress appropriated the sum of \$100,000 for this work. The act making this appropriation provided for the appointment of a board of arbitrators to estimate the value of the interest of the Green Bay & Mississippi Canal Company in the improvement. Hon. William Larrabee, of Iowa, on the part of the United States, and Hon. James R. Doolittle, of Wisconsin, on the part of the company, were selected such arbitrators. They chose Hon. Paul Dillingham, of Vermont, as the third member of the board. Upon the 15th November, this Board decided upon the award, which is understood to be as follows : For value of locks, dams, franchises, water-power, personal property, etc., the sum of \$1,047,070; from which is to be deducted the sum of \$723,070 for value of lands sold; leaving a balance of \$325,000; or, if only the improvement proper be taken, of \$145,000. The company having previously agreed to accept the amount, the improvement has become the property of the Government, and we may now look for the continued progress of the work.

CENTENIAL CELEBRATION.—Congress at a recent session passed an act looking to a national centennial celebration in 1876, in the shape of a world's fair, for which the city of Philadelphia was very properly chosen as the place. The act provides for the selection of a board of commissioners, consisting of one from each State, to be named by its executive. I accordingly designated Hon. Robert Lowry, of Scott county, as such commissioner, and Hon. Coker F. Clarkson, of Grundy county, as commissioner alternate. The Board, it is understood, is called to meet early in the coming spring to enter upon its important labors.

CONSTITUTIONAL CONVENTION AND AMENDMENTS.—Pursuant to the requirements of the constitution and the provisions of chapter 168 of the acts of last session, the question, "Shall there be a convention to revise the constitution and amend the same," was submitted to the people at the general election of 1870, there were cast "For a convention," etc., twenty-four thousand eight hundred and forty-six votes ; and "Against a convention," etc., eighty-two

thousand and sixty-nine votes. So the people decided not to hold a convention.

There will come before you for advancement another stage, if you so order, three amendments to the fundamental law. One of these proposes to remove the provision restricting the right of suffrage to "male" citizens. The effect of the other two, if adopted, will be to remove all disqualifications for holding seats in the General Assembly on account of either sex or color.

CODIFICATION OF THE LAWS.—The call for a convention having been decided in the negative, the commissioners appointed by chapter 75, of the acts of the last session, immediately entered upon the work of revising the laws. Shortly afterwards, Mr. John C. Polley, of Clinton county, one of the members of the commission, having removed from the State, tendered his resignation. I appointed Mr. William G. Hammond, of the University Law School, his successor. The report of the commission has been printed and transmitted to the members elect of the Fourteenth General Assembly. You have therefore been enabled to examine the recommendations of the Commissioners, with their reasons therefor. To the changes they propose, your experience will doubtless enable you to add others. I indorse in the main the recommendations of the report, and sincerely hope that the code recommended, with such amendments as the General Assembly may see fit to make, will soon become the law of the State.

I may remark that the changes proposed in the criminal code are, in my judgment, well calculated to render punishment for crime, if in some cases less severe, in all more certain and effective. The suggestion made by the Commissioners in favor of the abolition of the grand jury, if it can be done constitutionally, I most heartily indorse ; and I am prepared to go further, and to recommend, as I now do, that steps be taken by you towards an amendment of the constitution, whereby the control of this subject may be brought within the scope of the powers of the General Assembly. My observation satisfies me that the grand jury is a costly and useless relic of by-gone days, and that its abolition will work no detriment whatever to the cause of justice.

My attention has been forcibly called during my term of office to a number of instances where sub-contractors upon railroads, after receiving pay upon their contracts, have absconded, defrauding the laboring men in their employ, who are ill able to afford the loss, sometimes causing absolute suffering, and even leading to mob violence. It is a species of downright fraud, and if it can be reached by a penal statute, it would seem that it ought to be.

VACANCIES IN OFFICE.—Twice since the last session resignations have been made to me by public officers, to take effect at some future period, a general election intervening. A question was raised as to the legality of an election to fill the vacancies at such general election. I should, without hesitation, have included the offices thus to be vacated in the usual election proclamation, believing the spirit of the law would justify it; but the officers tendering their resignations, in order to avoid any question, withdrew them, and immediately renewed them to take effect before the election. I suggest the amendment of the statute upon this subject, so as to remove all doubt, and to consider vacancies thus in prospect as actually existing for the purpose of election or appointment.

Subsequently to your last meeting, the offices of Lieutenant-Governor and Speaker of the House of Representatives became vacant the incumbents having been elected Representatives in Congress. In September last, the President *pro tem.* of the Senate resigned his seat in that body, thereby vacating its presidency. Thus all the offices, whose incumbents could perform the duties of the Governor in case of a vacancy in this office, were themselves vacant, leaving no one qualified by law to succeed to the governorship. After an examination of the constitution, and of the law bearing upon the question, I determined to act upon the authority conferred by section 10, article 4, of the constitution, and section 664 of the revision, and accordingly appointed Hon. Henry C. Bulis, of Winneshiek county, Lieutenant-Governor of the State. I am aware that, in thus naming a presiding officer for the Senate, I ventured upon delicate ground, and went perhaps to the verge of the constitutional power of the executive; but trust that the emergency which alone could have induced me to act, will also be my justification.

The examination I made at the time this matter was before me, led me to observe, more closely than I had before, the language of the constitution upon the subject; and I found that under a strict construction of that instrument, the Lieutenant-Governor only can succeed to the Governorship, upon the death, resignation, or impeachment of the Governor. The provision for the succession of the President *pro tempore* of the Senate, and the Speaker of the House of Representatives, applies only to cases where the Lieutenant-Governor, *while exercising the duties of the office of Governor*, shall die, resign, or be impeached. The undoubted intent of the constitution is that these officers shall succeed in the order named, whenever a vacancy shall happen in the executive office, but the literal fact is as I have stated. I suggest that, if the General Assembly deem it within the range of its powers, an act be passed supplementing the constitutional provisions respecting the succession to the gubernatorial office, and especially providing for any emergency similar to the one above referred to.

ROAD LAWS.—Much complaint is made of the inefficiency of our present road laws. There are large outlays, it is said, for the repair of roads, with very small returns. The amount levied during the year 1870 for road taxes was \$268,137.46; and this was exclusive of road-poll taxes. It is believed that one-fourth of this amount, judiciously expended, would effect more permanent improvement than can be accomplished under the present wasteful management. The abolition of the existing road-districts, with township supervision under an officer selected for the purpose, who would be enabled to systematize the work upon the roads, would, it is thought, give us much better roads with smaller expenditure. There is much justice in the complaint, and I deem it only proper to invite your attention to the subject.

INSURANCE.—Two national conventions of State officers for the purpose of considering the subject of insurance and of laws for the security of the insured, were held in the city of New York during the past year. To the later one, held October 18th, having been invited to send a delegate, I appointed Hon. John Russell, Auditor of State, to represent the State of Iowa. The meeting was held at

a grave moment. The terrible conflagrations of that month, involving the loss of hundreds of millions of dollars' worth of property, were yet fresh in the minds of all; and the failure of many insurance companies was feared as a consequence of their tremendous losses. Several days were spent in deliberation, the Convention seeming to be actuated to an unusual degree by an intelligent purpose to accomplish worthy results. A draft of a uniform law was agreed upon, to be submitted to the legislatures of the several States. It will doubtless be laid before you early in the session. Whatever changes are made, or new provisions introduced into our insurance law, I recommend that no company, home or foreign, be permitted to do business in the State without a paid-up capital of at least \$50,000.

COUNTIES AND CITIES.—The counties of Lyon and Osceola have just been organized, elections having been held in those counties last fall for county and town officers. All the counties in the State (ninety-nine in number) are now organized. The act of last session, creating the county of Crocker, has been declared unconstitutional by the Supreme Court, in the case of *Garfield vs. Brayton*, because the proposed county was below the minimum size required by the constitution. I would suggest that, if it be deemed advisable to pass a new act obviating this difficulty, a provision be inserted for the submission of the question to the people, in order to meet another constitutional question raised in the above named case, but not decided by the Supreme Court.

In view of the many instances of issuance by local authorities of bonds, the validity of which has been disputed, causing vexatious litigation as well as much hard feeling at home and financial discredit abroad, I suggest the propriety of enacting a law requiring that the bonds of cities, towns, and school-districts, before being sold, be registered by the Auditor of State, upon satisfactory proofs being made to that officer that such bonds were in all respects legally issued, and that the county, city, or district issuing them has not exceeded the legal limit of indebtedness. Registration, with provision for the prompt payment of interest and principal when due, would tend to elevate the character of the various local securities, and expedite

their sale when offered, as well as be beneficial to the credit of the entire State. I have reason to believe, that had this been done a few years ago, multiplied thousands of dollars would have been saved to our various counties and municipalities. One or more of our sister States have adopted the plan here suggested, and its practical effects appear to be most salutary. In my last message I called attention to the fact that pretended bonds of the county of Lyon were afloat. It has recently been reported that attempts would be made to get such fraudulent issues assumed by the organized county. I do not know that there is any likelihood of such scheme being successful, nor, if it were, that it would be held valid by the courts; yet I would suggest the propriety of prohibiting, by positive law, any assumption of the character mentioned.

MISCELLANEOUS.—I recommend that the Secretary of State and the Superintendent of Public Instruction be authorized to procure seals for their respective offices, they being frequently required to give certificates, which should be attested by seal.

Our statutes lack any provision for the management of savings banks and the security of depositors therein. Many of the States have adopted laws upon the subject. The utility of these institutions is so familiar to you all, that I need only mention the defect, and invite you to take action thereon.

I have thus briefly called your attention to such matters as seemed to me necessary to be presented for your consideration at the commencement of your session. Other subjects will doubtless appear to you as equally important as any I have named; and there are yet others which must, at no distant day, be subjects of legislation. Additional public institutions will be needed. An industrial home for girls, a retreat for idiots and feeble-minded children, and perhaps an asylum for inebriates, are among the prospective charities of the State. The time has not yet come, I apprehend, for action in relation to these meritorious objects. Questions of more immediate importance will demand your attention, and those which will undoubtedly come before you will make your session one of unusual interest.

That your deliberations will eventuate in legislation such as will deserve and receive the approbation of your constituents, is my confident anticipation.

Our State, with its first quarter of a century just completed, has already made a history by her progress, her enterprise, and her patriotism, of which all her citizens may be proud. The sparsely settled territory of 100,000 souls, which twenty-five years ago became a State, has grown to an opulent commonwealth, of 1,350,000 people. The luxuriant soil Iowa was known to possess has more than fulfilled its early promise ; while her treasures of stone and coal, then hardly suspected to exist, have added largely to her wealth. Railroads, then scarcely west of Ohio, now stretch their 3,000 miles of iron in network over the State ; and the telegraph goes with them. Her political record has been equally honorable. The first free daughter of the Missouri Compromise, she has been true to her heritage of freedom. Among the first to rush to the support of an endangered Union, and to lay her best blood on the altar of her country, she was also first to strike from her constitution the odious discrimination between her citizens on account of color. The past career of Iowa, both as territory and State, has been honorable, progressive, substantial. May her future be even more so !

Abroad, the year past has been one of sadness to many, both in our own and foreign lands. Our sister State across the Mississippi has seen her mighty metropolis laid in ashes, and farther north Wisconsin and Michigan have been scourged by fire until it seemed that the very heavens were all ablaze. Houses, shops, mills, stores, school-houses, churches, improved farms, cultivated fields, all vanished before the flames ; and countless thousands of people were made homeless and deprived of food and clothing. Relief, however, was speedy and munificent, and distant nations vied with our own States in furnishing prompt and generous aid to the needy.

Immediately upon learning of the disaster at Chicago, I at once telegraphed to the mayors of the leading cities of the State, urging prompt measures for relief. The willing people, however, had

already set to work in many places, and the fury of the flames was scarcely stayed before money, food, and clothing began to pour into the suffering city from all parts of Iowa as well as from other States; and the work was continued as long as there seemed to be vital need. Liberal contributions were also made for the sufferers of Michigan and Wisconsin.

NATIONAL AFFAIRS.—In national affairs, we find a healthful tone. The past two years have witnessed the consummation of the final triumph of the war, in the adoption of manhood suffrage; and we now see all men equal sovereigns before the law. Every citizen now stands the peer of his fellows. The true principles of constitutional liberty have become fixed in the fundamental law, and enthroned in the hearts of the people, never to be obliterated from either. The national administration successfully feels its way along, annually paying one hundred millions of dollars of the public debt, reducing the yearly interest more than sixteen millions of dollars, and at the same time lessening the burden of taxation. The strong arm of the federal power has been wielded for the protection of the rights of citizens, and clandestine organizations, gotten up for the persecution of those whose only crime is that they advocate principles just such as are held by a vast majority in our own State, have been broken up, and their members arrested or dispersed. The mode of entering the civil service has been reformed so far as the President can effect it, and appointment and promotion therein are hereafter to be by merit—so long at least as the present incumbent of the presidential chair shall remain therein. And among the triumphs of the administration, not the least is the settlement of our threatening difficulties with Great Britain by an adjustment highly honorable to all parties.

I have noticed with much pleasure the recommendations and suggestions of the chief magistrate of the United States in his late message, relative to reduction of tariff on articles of necessity not produced in this country, to the postal telegraph, to reform in the civil service, &c. The adoption of the last named measure especially will tend greatly to correct the many abuses which for nearly half a century have been creeping into the administration of the national Government. What the people want and demand is an

honest and economical policy in the management of the public affairs. Such a policy will help us materially to return to specie payment, and to steer safely through all financial difficulties; any other will endanger our credit, and cover us with disgrace.

The discovery of the electric telegraph may justly be reckoned among the sublimest achievements of the human mind—perhaps more far-reaching in its effects than any other of the wondrous offspring of the brain of man. Thus calculated for vast beneficence, the widest scope should be given to its powers. This can never be accomplished while it remains the private property of any individual or corporation, much less when it is, as now, practically monopolized. Every argument which can be adduced in favor of a government post-office applies with equal force, in my judgment, to a government telegraph; and the sooner the latter is united with the postal system of the country the sooner will the people realize the full benefit of this great invention. I would suggest to the General Assembly, the propriety of adopting a memorial to Congress expressive of the opinions and wishes of our people relative to this and other important subjects of national legislation.

I cannot close this my last message without expressing to the people of Iowa my grateful acknowledgments for the generous confidence they have reposed in me. During the four years of my service to the State I have received from them a support, a sympathy, and an encouragement which have greatly aided me in the discharge of my official duties.

While administering the office of chief magistrate, I have been filled with increasing respect for the institutions of the State. No one, so well as he who upon this post of observation, has been called to keep constant watch of the whole field, can grasp in thought and feeling the history and growth of our commonwealth. While discharging my duty, to be diligent in aiding the development of our State, to labor for the success of our schools and charities, and to temper mercy with justice, it has been my privilege to realize the intelligence, justice, and humanity of our people.

In severing my connection with the State government, I cannot

close this communication without bearing my willing testimony to the fidelity, zeal, and industry of the various officers of the State, and those associated with me in the different agencies of the government during my administration of its affairs. I shall ever carry with me in my retirement a grateful remembrance of the friendship and courtesy which have always marked our official relations.

To have served the State at this time of its greatest prosperity, and to have been permitted to aid, in an official station, in laying the foundations of her future greatness, may justly be regarded as an honor. But there is an honor, too, in being a private citizen of such a State; and as I pass from the one station to the other, permit me to unite with you in dedicating ourselves, our commonwealth, and our country anew to freedom and to God.

SAMUEL MERRILL.

INAUGURAL ADDRESS
OF
CYRUS C. CARPENTER,

EIGHTH GOVERNOR OF THE STATE OF IOWA.

DELIVERED BEFORE THE

TWO HOUSES OF THE GENERAL ASSEMBLY,

JANUARY 11, 1872.



DES MOINES:
G. W. EDWARDS, STATE PRINTER.
1872.

INAUGURAL ADDRESS.

GENTLEMEN OF THE SENATE AND HOUSE OF REPRESENTATIVES :

Elected by my fellow-citizens to undertake the duties of Chief Executive of the State, in accordance with custom, I embrace this occasion briefly to express my views upon a few measures which seem to demand legislative action.

Those questions of a national character which have heretofore largely absorbed public attention are now so generally approved by the intelligent and tranquil masses, as to have crystallized into principles. The late amendments to the Federal Constitution are, to-day, not merely regarded as a necessity of State restoration, but a natural outgrowth of our new civilization. Humanity as well as patriotism approves the measures adopted by the Administration to enforce obedience to law where the lingering echoes of treason still awaken a spirit of violence. Public sentiment indorses the peaceful diplomacy by which it is proposed to settle, without sacrifice of rights, honor, or pride, the rasping questions of international dispute, which have been for years a constant menace of war with Great Britain. The policy of referring proposals contemplating the annexation of foreign territory to the enlightened judgment of public opinion is accepted as a proper disposition of issues involving national expansion. A new theory of dealing with the Indians upon the frontier, illustrating not only the strength but the mercy of our Christian civilization, is another feature of the wisdom of this Administration,

which meets popular approval. The firmness and energy which have been infused into the civil service, holding financial agents to a strict accountability, and demanding honesty and economy in the collection and disbursement of the revenues, commend themselves to the public conscience. A large diminution of federal taxation during the last three years, with an increasing yield in the annual revenue, even at present lower rates, coupled with economical reforms in every department of the public service, promising further tax reduction in the near future; gives additional luster to the present management of the National Treasury. Finally, so administering the finances as to diminish the national debt more than 280,000,000 of dollars in three years, saving the people 17,000,000 of dollars in annual interest, improving the public credit at home and abroad, and appreciating legal-tender currency from more than thirty-three per cent. discount, to within ten per cent. of a gold basis, without even checking commercial enterprise, is indorsed by intelligent citizens as the crowning glory of the President's policy. An Administration illustrating its career with so many beneficent measures needs no factitious bolstering; I shall therefore not pause to consider any questions of exclusively national concern, but will address myself to issues which pertain specially to Iowa and her people.

Prior to the rebellion, the people of the United States had been for a quarter of a century engaged in the discussion of such moral and political theories as were in their nature constitutional and fundamental. These questions, after years of acrimonious debate, were finally settled by that sternest of all arbiters—the sword. And now that they have been disposed of—and, as is believed, wisely and permanently—we are invited to devote more thought and energy to the development of our intellectual and material resources.

Slavery has been abolished : the question now recurs, How shall the interests of free labor be best promoted ? A new race has been given the ballot : the question comes back, How shall all men be stimulated to acquire such knowledge as will not only fit them to perform the duties of citizens intelligently, but with advantage to free society ? All men have been declared "equal before the law" : now the question receives an added force, How shall all men be brought to feel an equal interest in the preservation of Free Government, and equal pride in the purity and glory of free institutions ?

The great truth expressed by President Madison : "That the "public good, the real welfare of the great body of the people, is the "supreme object to be pursued ; and that no form of government, "whatever, has any other value than as it may be fitted for the attainment of this object ;" is no longer open to discussion.

Groping its way, in pursuance of this idea, through the twilight of liberal thought for nearly a century, this Nation has arrived, with reluctant steps, at a point in which it acknowledges, by the formality of a constitutional amendment, that the political freedom of every man, and his individual right to representation in its administration, is the chief corner-stone upon which rests the superstructure of Free Government. This theory is now forever settled and eliminated from political controversy.

Next to political freedom, the most important element of a good government is an intelligent people. Here we approach a question which will test, in some measure, the wisdom of this legislature. The school system of Iowa—when our youthfulness as a State is considered—does not suffer by comparison with that of any State in the Union. But this should not satisfy the aspiration of a people, the affluence of whose intellectual and material resources will render their failure to reach the highest educational possibility

an inexcusable folly. That we have attained this advanced position—though occupying a line near the front—will not be argued. While perfection in human institutions is not attainable, every improvement which experience or philosophy suggests to a thinking and progressive people will receive, at least, the response of a fair discussion. In this view, it is my purpose briefly to review an acknowledged need of our common schools.

There is no principle in modern theories of education so well attested, as that to improve our schools, we must improve the training and scholarship of the teachers. And for this purpose there has been no more effective instrumentality devised, than that, so generally adopted by many States, known as Normal Instruction. That in the administration of our State government, a wise economy in the expenditure of money should be observed, cannot be doubted. But retrenchment in any reasonable expenditures for educational purposes would not be economy. The accumulated wealth of the State must, in some manner, and at some time, pay for its own protection. If citizens of large wealth would place a guard over their treasures, more reliable than locks or bolts of safes, and cheaper than the iron bars of prison cells, the *per diem* of jurors, or the salaries of sheriffs and judges, that safeguard will be found in enlarging and perfecting the common school system of Iowa, until no citizen can reach maturity without obtaining a fair education.

If asked why this constant effort at improvement is continued, after the great advancement our State has made in this direction, it may be answered : there is an analogy between systems formed by human agency and the character of man. Moral and mental philosophy demonstrate the inability of man to remain stationary. He must either go forward, or he will involuntarily go backward. Thus, it is found in the older States, there must be constant effort to im-

prove the effectiveness of the school system, to keep it in motion even at the standard it has already attained. It may be said, however, the teacher can obtain the instruction necessary in the High School, or University. This, so far as mere culture is concerned, is doubtless true; but, after the general culture received at these institutions is obtained, the student who is successful in life must become a specialist. The acquisitions of the ordinary course in the College or University may be termed **CULTURE**. The acquirements made preparatory to a life-work in some profession, constitute **TRAINING**. And this *training*, for those who purpose teaching, the Normal School is designed to supply. It may seem a formidable undertaking to bring twelve thousand teachers into this special training, preparatory to their work. For myself, I do not think immediate success will be attained; and for a time the effort will probably seem barren of the desired results. But if a few succeed they will have a reflex influence through Teachers' Institutes and like agencies, upon others, until the profession of the teacher will be lifted to a dignity and usefulness which higher intelligence alone can give it. It has been the experience of all ages, in all departments of human endeavor, that, where a few men were raised above the level of their age, they would go forth, equipped for the activities of life, "leavening the whole lump," until the age, in turn, was lifted above itself. Such spirit and effectiveness ought to distinguish the educators of Iowa.

The Normal Department connected with the State University, has accomplished much, but facilities should be provided that will enable the system to reach larger results. How and by what means this shall be done will depend upon those steps you may regard as justified by wisdom, and the condition of the treasury, when reasonable provision has been made for enterprises already begun.

While upon the subject of education, I will be excused for alluding to the high position attained by our State University and Agricultural College, among the educational institutions of the country. I am pleased to do this, not only as due to the merits of these institutions, but as their processes of teaching serve to illustrate the principle of special training I have sought, in my remarks upon Normal Schools, to unfold.

While the State University was originally founded upon the theory of exclusively promoting general culture, the practical character of the age has modified its curriculum, until departments for special instruction have given it a standing it could never have acquired or deserved without them. And it is hoped the day is not distant, when the young men and women of Iowa will not feel it necessary to go into other States to acquire either general literary culture, or professional training. This institution, not only from its history, and the nature of the work it is designed to accomplish, but the character of the able gentlemen who fill its chairs, would seem to commend itself to your favorable consideration.

In our Agricultural College the same sentiment, in favor of special training for the duties of life, finds emphatic expression. This College, generously endowed with a grant of public lands from the United States, is designed to secure a liberal education to the Industrial classes. Here, the promotion of agriculture and the mechanic arts are kept prominently in view; whatever branches of learning receive attention, it is designed that nothing shall preclude the study of natural science, in its application to human industry. Men of intellectual vigor are developing this experiment, not only here, but in other States; and in a State so eminently agricultural as Iowa, in my judgment, it commends itself to every man, whose love of his race looks to the future improvement of the foundation upon which human industry rests.

The Experimental Farm connected with the College is being brought into a fine state of cultivation. Agriculture, horticulture, and the mechanic arts are all receiving attention, while labor in every department is being systematized and put upon a paying basis. It is sometimes said that an experimental farm ought not to be connected with any institution of learning, as it will not pay expenses. This argument would be equally good against a chemical laboratory or philosophical apparatus in any college in the country. The idea of improving and perfecting agriculture by a college curriculum is sometimes scouted; but when we remember that the mining schools in Europe have so improved the hand that wields the pick, and even the muscle that wheels the slag from the furnace, as to develop an ability to work low grade ores profitably, which starved uneducated workmen before the establishment of these schools; it must be acknowledged that the multiform specialties of the farm, requiring brain to plan and skill to execute, will be benefited by scientific instruction. The very fact that the labor of the farm is coming to be so largely performed by machinery necessitates greater intelligence among those who use the machinery. This College already begins to bear fruit. A series of Farmers' Institutes was held last winter in different counties throughout the State, conducted by the President of the College and others connected with it, resulting in numerous appointments and applications for similar Institutes, in different counties of the State, the present winter. Wherever these institutes were held, they have given agriculture a new impulse among the people, eliciting thought, inciting experiments, and tending to increase in the farmer a much needed pride of profession.

A wise disposition of these educational questions will tend to dispose, in advance, of the so-called labor problem. The opinion prevails, in certain quarters, that there is an antagonism between capital

and labor, and upon this doctrine parties for political action are being organized. It would seem that, with the diversity of occupation our State is capable of affording, and will afford when her manufacturing ability and illimitable resources are fully developed, with the empire of unoccupied territory in this country, upon which surplus population can overflow for a century to come, this issue would here be indefinitely postponed. This generation having removed the badge of dishonor which slavery affixed to labor, by striking the shackles from every foot that treads our soil, has done more to lift up and dignify human industry than could be accomplished by a dozen social revolutions. But notwithstanding this, as these labor questions have come in older States, unless their causes are provided against, they will be upon us.

Though political economy may teach that there is no antagonism between capital and labor ; that the more capital there is, the more labor will be employed, and the better it will be paid ; that capital is simply what is saved by the prudent foresight and self-denial of one class of laborers, to be used in the employment of other labor, to produce more capital ; still many will believe in the future, as in the past, that some statute of talismanic power might be framed which would solve every social problem. If the economist argues, upon the proposition to reduce labor by statute to eight hours a day, that such action will diminish the accumulated wealth of the world, by so much as the additional two hours' daily labor, of its combined industry, would produce—and that in proportion to this diminution of wealth, the comforts of mankind will be lessened ; that the houses to shelter both capitalist and laborer, the clothing they wear, the food they eat, and their resources for intellectual and social enjoyment will all be diminished, while capital will possess the power, then as now, to appropriate the greater proportional share of the remainder, leav-

ing less for division among those whose sole capital is labor—we may be told this argument is inspired by the tyranny of capital. But when we convince the world that knowledge has greater power than capital ; and that if man can be taught to work with a so much defter hand and more inventive brain, aided by the ingenious appliances which take the place of muscle, as to be able to accomplish in eight hours as much as he does now in ten, then this social problem will solve itself, without the intervention of statutory force. So, after going round the circle of theories upon which hinge the progress and prosperity of the people, we come back at last to the point from which we started, and emphasize the fact that the intelligence of the coming man will more effectually aid him, than either labor-strikes or all the arbitrary statutes fixing hours of labor, and prices to be paid therefor, which the ingenuity of political science can devise.

The next most important subject capable of being influenced by legislation, upon which depends the solid happiness of the people, is their material progress and prosperity. And as Iowa is so largely agricultural, this inquiry naturally resolves itself into the solution of the problem, How shall the products of the soil be made to yield the largest returns to the producer? To bring the manufactured articles required by our people, and the products of their industry, nearer together, in my judgment, is of paramount importance. That the producer would be materially benefited if the wagon, reaper, plow, and cultivator, with which he plies his industrial enterprises, and the cloth he wears, were manufactured at his market town, whither he could carry his surplus products and exchange them for these necessities, saving cost of transportation long distances both ways,—is a proposition so self-evident that it needs no support by argument. But while the General Government may, as an incident of its power to collect revenue and the necessities of its treasury, be able to

discriminate so as to encourage such industries as are compatible with our habits, climate, and resources—and wisely exercises such discrimination—a State having no such authority, it may be asked: How can legislation aid us in this particular? It is answered, if we can do nothing more, it is possible, through our Board of Immigration, to call attention to our manufacturing resources. The fact that Iowa is supplied with coal mines developing veins from six to eleven feet in thickness, which invite new industries to their vicinity; with lead-mines, in which new lodes are daily discovered; with black-walnut and other woods for manufacturing purposes; with inexhaustible gypsum beds; with limestone quarries of every variety; with clays for the production of all kinds of brick and pottery; and with other resources inviting skill and capital, so numerous, as to forbid, now and here, the mention—might all be set forth in a pamphlet, which, distributed by the Board of Immigration, could not fail to attract attention, and produce results. Two years ago an appropriation of five thousand dollars was made in the interest of immigration, and counting every able-bodied man influenced to settle in Iowa, thereby, as an addition of five hundred dollars to the material wealth of the State, this sum has yielded a percentage in its present and remote influence upon our prosperity, not easily calculated by the ordinary methods of computation.

Another telling influence upon the profits of the producer, in this State, as in others, is the cheapness, accessibility, and abundance of good fuel. While we have coal-mines which will yield sufficient fuel for more than the wants of any probable population in the future of this State; yet owing to costly processes of mining, and exorbitant charges upon local freights, this indispensable article is so expensive as largely to discourage immigration. Coal, here, as elsewhere, is coming to be regarded as the principal article for fuel, and it is probable that more

than half of our population, will throughout all the future depend upon it for this purpose. Indeed, the extent of the coal-fields of Iowa measures the capacity of large portions of our own State, as well as States adjoining us, for occupancy and improvement. Therefore, anything that can be done to promote prospecting for, and the opening of, new mines; to encourage and protect miners in their employment; and to cheapen the transportation of this article, will greatly accelerate the settlement of our fertile prairies, lessen the price of fuel throughout the State, and be an invaluable aid to future manufacturing enterprises.

Another means of promoting the results of industry, by legislative influence, is to keep the burdens of taxation down to the minimum standard. I would carry forward to completion, with judicious economy, those enterprises already commenced. If the prudent man of business, as a legislator, will act upon the same principle in regard to public expenditures which he observes in the conduct of his own private affairs, he will measure his public duties by a standard that will seldom produce extravagance. The danger, usually, is not in the larger appropriations which attract public attention, and the disbursement of which are narrowly watched by the people, but in smaller amounts which receive but little examination, and are voted upon with the remark: "It is but a trifle anyhow." Perhaps it will not be thought out of place in this connection to say, that during the earlier part of the session, when, unlike its closing hours, there is no haste, the general appropriation bill should be examined and perfected, or as nearly so as practicable; and then amendments sought to be inserted in the last hours, should receive a searching analysis. When individuals, during the confusion necessarily preceding the adjournment, clamor for the recognition of claims which the entire session has afforded them opportunity to

fully present, when they could have been thoroughly canvassed, this fact of itself should elicit a careful scrutiny as to their merits.

And here I may not inappropriately speak of the uncalculating manner in which many communities—and especially of the more sparsely populated counties—impose taxes upon themselves. If there is legislative power this should be remedied. I cannot think it would do municipal corporations a very great injustice, so to hedge the privilege of imposing obligations upon themselves, that their power to contract debts will be kept somewhere within the boundary of ability to pay.

Appropriations for our benevolent institutions will, of course, reach the extent of their needs, economically estimated. The Reform School, though of recent origin, is doing a noble work, and commends itself to your consideration. The Soldiers' Orphans' Homes are doubtless becoming less burdensome to the treasury, as the children for whose care and education they were intended are yearly reaching an age of self-support. Still, while the necessity for such care continues, we will but echo the voice of patriotism, by liberally providing for the children of those noble men who illustrated Iowa in the Great Rebellion. Such appropriations for carrying forward the work upon the Capitol Building, and the Insane Hospital at Independence, as may be necessary and attainable, without increasing the taxes of the people, will doubtless be sanctioned both by wisdom and economy. The condition of the treasury, and the amount that can be judiciously expended upon these buildings in the next two years, evidently should determine the limit of these appropriations. It may be necessary to add some expense to the Penitentiary to make it equal to present requirements. In reference to convict labor, it has always seemed to me that, if the avenues in which such labor could be employed were increased, not leaving the State so entirely depend-

ent upon the grasping caprice of contractors, it would be of advantage to the State and improve the prison management.

No appropriation ought to exceed the amount which can be economically applied to the purpose intended; as, whatever confidence may be reposed in public officials, they should not be tempted to extravagance by appropriations out of proportion to their objects. The honesty and economy with which governments like ours are administered depend upon the people. As the stream does not rise above its source, so, where the people are the source of power, those elected to office generally represent a fair average of the honesty and intelligence of the masses. A late election in a sister State, where the people, especially of the great metropolis, had been wrought up to an appreciation of public duty, by a series of political villainies never paralleled upon this continent, has illustrated the fact, that when the intelligent masses are once aroused, and move with a determinate purpose, they have power to crush venality and corruption as easily as a giant can set foot upon a worm. But, while it is proper to reform political abuses where they have been permitted to grow to overshadowing proportions, it is better for the people to keep so constantly on the alert as to give no opportunity for such abuses to develop.

Cheap and reliable facilities for the exchange of products are the last, though not least important, aids of profitable production to which I purpose calling attention at the present time. The consideration of this question will involve a brief discussion of the railway problem. And when it is understood that during the last forty years more than six thousand millions of dollars of the world's capital has been invested in railways, and that throughout our entire country this mode of travel and transportation is fast superseding all others, the importance of finally and equitably defining the relation between railways

and the community can, in a measure, be realized. Henry Clay, a statesman of prophetic forecast, believed, a half century ago, that his efforts in behalf of the Cumberland turnpike would connect his name with an enterprise of enduring greatness; and that it would specially be remembered to his credit by the multitude who would journey along it in all the future of the Republic. But to-day, that turnpike, and common roads everywhere, are fast passing into disuse, except as mere local conveniences; whilst the habits of the people are now conformed to a new mode of commerce and communication. The private citizen who could once put his own wagon upon the road, or boat upon the river and lake, now finds himself forced, in order to keep pace with the world's business habits, to intrust his person and his property, in moving from point to point, to a transportation monopoly. A consideration of these facts cannot but impress thinking men with the importance of the railroad question.

I do not regard the pretense that railways are beyond the control of law, in respect to fare and freights, as worthy of more than a moment's consideration. It cannot be conceded that a corporation, when asking the right of eminent domain, may avow the purpose of building a public highway, for which purpose alone it could hope to acquire this prerogative of sovereignty; and, when the right has been conferred and accepted, and is enjoyed, may declare itself independent of statutory control, in the limitation of fares and freights, on the ground that a railway is private property. It has been said that "both currency and internal communication between different portions of a State are exclusively the prerogatives of sovereignty." If, therefore, banks owe a debt to the community as well as their stockholders for the prerogative franchises with which they have been clothed, there can be no question of the consideration due from railways for their still greater privileges. As an individual cannot

conclusively determine his own rights in respect to his dealings with community, it is not to be supposed that a vast moneyed power, subject to the restrictions of a common carrier, can assume prerogatives denied, in this regard, to a private citizen. It has always seemed to me that railroad men, to as great an extent at least as any other persons, would have a deep interest in the effectiveness and stability of wholesome statutes, as upon pure and just law the permanent value of their stocks and franchises alone depend ; yet it is a fact that the possession of enormous franchises breeds a contempt for law. There can be no clearer duty, therefore, than for the State to maintain its power over railway and all other corporations of her own creation. And if Iowa ever abdicates this sovereignty, she will have proved herself unworthy the dignity of a free commonwealth.

Approaching, however, the question as to how fares and freights shall be regulated, I am free to admit the difficulties which surround it. Many experiments have been tried in other States, some of which defeated the very end they were intended to promote. If all railways were alike in cost of construction and operation, and in their earnings, the problem could easily be solved ; but when the facts confront us, they present unexpected difficulties. That we can, by arbitrary statute, fix the price for freights upon all articles, and on all roads, and do justice to the community and the railways, seems almost impossible. To establish a like freight upon a ton of iron and a ton of tea, or per car for the transportation of a car-load of common horses, or the fancy stock of the sportsman or breeder, with the difference in liability in the one case as compared with the other, illustrates the obstacles in the way of adjusting a tariff of freights so as to meet the various demands of commerce. When we consider, further, the difference of expense in operating railways : one having easy grades and running through a level, agricultural country, with light

expense and a local business profitable to stockholders; another through a hilly region, with sharp curvatures, heavy grades, and a limited local business: the difficulties are increased. And if we consider the further fact, that one road may be largely supported by passenger traffic, while another is specially a freight, coal, or lumber road, it still further multiplies the obstacles in our pathway.

There are, however, some abuses which, in my judgment, are capable of remedy by legislative intervention. We are sometimes told that competition will settle all these questions. But this cannot be true. George Stephenson once said, "where combination is possible "competition is impossible;" and that is true to-day. Indeed, competition not infrequently proves a source of oppression to the people. Railways are generally designed as commercial channels between certain points, while the intervening country, with its business, is regarded as only an incident of their main purpose. It frequently happens that rival railways, though connecting the same points, widely diverge in their passage through the country they traverse. If, from any cause, competition for the through business becomes sharp at the ends of these lines, freights have at times been reduced below cost, the companies making up their losses by exorbitant charges on the intervening country. An evil of this nature, legislation ought to reach.

The habit of "stock-watering," which has grown up of late years, not only in railway corporations, but in other companies possessing corporate powers, ought to be prohibited. Although throwing fictitious stock upon the market, for speculative purposes, may seem harmless to the operators, the tax, which, in the way of interest and tolls, must be paid by the people, is one feature of the transaction in which there is no fiction.

Allowing drawbacks to large dealers or favorites, thus, in effect, driving small dealers from business, and breaking down competition

in the purchase of products, is opposed to public policy, and should evoke statutory inhibition.

Discrimination against water transportation is both unjust and oppressive to the producer, and should elicit regulation ; while if the State can encourage, by moral influence, the opening of direct water communication with the Atlantic sea-board, it will aid in giving the West one channel for the shipment of surplus commodities, a large portion of each year, upon which competition can be made effective.

I have thus briefly called attention to some of the points in this matter which seem to demand your attention. With the limited examination I have been able to bestow upon it, I am persuaded that full knowledge of the whole subject is of the first importance. In the determination of the rights and interests of the community and the railways, involving issues so fundamental and important, in my judgment there should be a tribunal which would thoroughly examine the entire field of inquiry, and report facts and conclusions with a spirit of judicial fairness. It may be these anomalous interests have not yet assumed such proportions as to require, immediately, the creation, with the consequent expense, of a commission ; but when they shall have reached such proportions, I have no doubt this action will be both wise and expedient. As the rights and duties of the community, the stockholders, and the operators of railways, should be well understood by all parties, I am led to suggest, whether it would not be well to have prepared a compilation or digest, in a single pamphlet volume, of all laws in relation to this subject. Giving them the same convenient form as our road and school laws would greatly facilitate ready reference, and remove any excuse for being ignorant of the law.

The question of railroad taxation will also come to your attention. Whilst I have no hesitation in saying that a larger revenue should be collected from our railways, I am not able to see that the same

mode of assessment should be adopted as is applied to the assessment of private property. It would seem to be unjust in many particulars, and, withal, very nearly impracticable. But that the property of corporations should be taxed uniformly with that of private citizens is both constitutional and right. It has cost many sacrifices to establish the principle of "equality before the law," and no individual or corporation should escape the operation of a principle so beneficent. This principle should not only be applied in the taxation of railway property, but in dealing with the entire question. If, however, we assess railways in the same *manner* as other property, a few townships in each county will reap the benefit of all local taxes, and a few towns in the State of all tax upon rolling-stock and other property. For these, with other reasons, it would seem to be unjust to a very large majority of the people of the State, who do not live in townships and counties having railroad advantages.

It would also work injustice to the railways. The value of a railroad is evidently not in its right of way, embankments, masonry, bridges, ties, iron, machinery, locomotives, cars, buildings, &c., &c., but in the essential franchise. And the value of this franchise is dependent upon dividends. If railway property is assessed by the same mode employed in the assessment of other property, the road constructed through the hilliest country, with the most expensive bridging, would be liable to the larger assessment, though it paid the least. Such a policy would be dictated by neither wisdom nor justice. The constitutional provision that "the property of all corporations for pecuniary profit shall be subject to taxation the same as that of individuals," while unmistakable as to amount, is, in my judgment, not directory as to the mode of assessment. Therefore, if a policy should be adopted which would operate unequally, in the valuation of railway property, as compared with that of private persons, or the result of which would be to tax, in some instances, railway

property at twice its value—having paid once upon hypothecations—it might result in litigation, and perhaps decisions adverse to the State. Indeed, I understand this very liability in relation to mortgaged real estate of private persons, is provided against in the amendments to the Revision of 1860, submitted to you by the Codifying Commissioners.

In saying this much, however, I in no wise deviate from my unyielding conviction that railway companies should be taxed uniformly with every private citizen in the State. Upon this point I would not be misunderstood. Having confidence in your wisdom, as the representatives of the people, I have no doubt you will be able to originate such measures, as a basis upon which to tax this class of property, as will secure to the State the full amount of revenue which should accrue from the aggregate value of all the railways, and at the same time do justice to all parts of the State, and to the railroad companies.

Closing what I have to say upon these questions of a general nature, permit me to call your attention to a matter which, though somewhat exceptional in its nature, demands your earnest consideration. I refer to the position of a large number of settlers on what is known as River Land, situated in the Des Moines Valley. I will not stop here to argue that the State should take some action to bring this question to the attention of Congress, and should earnestly besiege that body until such compensation is made to these people as will enable them to buy their land of the parties in whom the Supreme Court of the United States has lately adjudged the title to exist. It seems to me the simple facts in the case are sufficient to commend it to the favor of every just and humane man.

I desire, however, to answer an objection which has been urged against the claims of these settlers. It is said they knew the title to this land was in dispute, and in going upon it took

their chances. This is sufficiently answered by saying, that when different officers of the land department at Washington disagreed in reference to the extent of this grant, whereby it was kept oscillating under conflicting decisions, between the State and the general government, for twelve years ; and when the Supreme Court, in 1859, decided the grant did not extend above the Raccoon Fork (or city of Des Moines) ; and when the Commissioner of the General Land Office, Secretary of the Interior, and other ministerial officers of the general government were so far convinced that these lands were open to settlement and pre-emption as to issue patents to hundreds of these claimants, and to set apart indemnity lands, under the grant of July 12th, 1862, in place of these pre-emptions ; can it be presumed these settlers would be able to see through the technicalities which finally produced a decision of the court holding their titles invalid ?

I cannot believe, if the merits of these claims are properly presented to Congress, that they will go unadjusted. A case almost precisely parallel to this, relative to lands on the Virginia soldiers' reservation in Ohio, a portion of which were sold, by mistake in reference to the boundaries of the reservation, to large numbers of settlers, and afterwards entered by Gen. McArthur and others with Virginia bounty scrip, was fully indemnified by the United States, as far back as 1821 ; and it is believed the sense of justice is as strong now, both in our people and government, as at any former time. That it will cost something is true ; but the army and navy had better be reduced than to suffer this crying wrong to go unadjusted. The love of the people for their government, secured and retained by the knowledge that it will suffer no wrong to its weakest citizen, is a cheaper defense than standing armies. I believe the State should appoint an Agent to proceed at once in a thorough examination of each of these disputed titles ; that lists should be made containing the name of the settler, the length of time he has occupied the land, the *status* of his title ;

whether he has a patent from the general government, a certificate of pre-emption, or simply a squatter's claim; the date of his record title, if he has one, and the probable value of his improvements. This report would enable those pressing these claims at Washington to do so intelligently, and with ability to approximate the appropriation necessary to secure a fair adjustment.

The report of the Codifying Commission will claim your attention. As it is the work of distinguished lawyers, who have given the subject upon which they report deliberate thought and study, I have no doubt the adoption of their suggestions will tend to round out and perfect our code of laws.

In reference to amendments to existing laws generally, in my judgment, it is well to bear in mind that all changes are not reforms. When the people come to know the law, and their habits are conformed to a system, unless it can be materially improved, it is unwise to confusé public business with needless innovations.

But as my predecessor has submitted an able and comprehensive Message—with the conclusions of which I heartily agree—any further reference to these special subjects would be a work of supererogation.

I have thus rapidly reviewed a few of the salient points which have presented themselves to my mind as capable of ministering to the progress, prosperity, and happiness of the people. But, while so much may be expected from intellectual and material growth, I would not be understood as ignoring the fact, that the future of Iowa is largely dependent upon the morals of her citizens. Believing as I do that, "except the Lord build the house, they labor in vain that build it," I am but loyal to a settled conviction of public duty in acknowledging my need, not only of that support which comes from the confidence of the people, but the aid of that Divine Ruler who is too wise to err, and to whose laws nations, as individuals, are alike amenable.

Although gratefully accepted from the hands of a generous people, I am not unmindful of the great responsibilities of the position they have conferred upon me. These reflections impress me the more forcibly when I remember that my acts will be compared by a discriminating public with those of an unbroken succession of predecessors whose statesmanship has given an added luster to the history of the generation they so wisely served. It in no wise relieves these misgivings, to reflect, that this comparison will be all the more sharply drawn from the fact that I assume these duties as the immediate successor of the distinguished gentleman, who, during the last four years, has performed them with such signal honor to himself and advantage to the State.

Gentlemen of the Fourteenth General Assembly: The trust confided to us, in our co-ordinate departments, is of no ordinary moment. I hope to co-operate with you in measures which will tend to promote the welfare of the people of Iowa. That I shall uniformly be free from error, is hardly probable; but, believing in the utmost frankness, in my administration of these duties, I shall have no concealments from you, from my friends in other departments of the State government, or from the people. Even a mistake frankly acknowledged, followed by sincere attempts to retrace the steps taken in a wrong direction, is generally relieved of half its otherwise evil consequences. We may differ upon some measures of public policy. We may, as partisans, be Republicans and Democrats. But there is one particular in which we will not differ: in our abiding love for Iowa and her people we are one. And my desire is, we may so meet our joint responsibilities that, in the great realm of the future, Iowa, in her character for Patriotism, Virtue, and Intelligence, will stand an exemplar in a sisterhood of States, the number of which no prophet may to-day predict: all constituting "one nation, one sovereign nationality, with one governing civilization, one inspiring history, one alluring hope, one foredated future destiny, and one eternal weight of earthly glory."

CYRUS C. CARPENTER.

REPORT
OF THE
AUDITOR OF STATE,

TO THE
FOURTEENTH GENERAL ASSEMBLY

OF THE
STATE OF IOWA,

NOVEMBER 6TH. 1871.

JOHN RUSSELL, AUDITOR.

DES MOINES:
G. W. EDWARDS, STATE PRINTER.
1871.

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AUDITOR'S REPORT.

OFFICE OF AUDITOR OF STATE, }
DES MOINES, IOWA, November 6th, 1871.

To the Fourteenth General Assembly of the State of Iowa :

GENTLEMEN :

I have the honor to submit herewith the following report of the business transacted in this office during the two years, commencing November 1st, 1869, and ending November 4th, 1871, both days inclusive :

The balance remaining in the State Treasury at the close of the fiscal year, October 30th, 1869, as shown by my predecessors report, was \$303,198.86.

There was received into the State Treasury during the past two years, from all sources, the sum of \$2,206,357.33, which added to the above amount on hand makes the sum of \$2,509,556.19, and the disbursements by the State Treasurer during the same period amounted to \$2,413,586.93, leaving in the State Treasury, November 4th, 1871, the sum of \$95,969.26.

This balance is distributed among the several funds as follows :

General Revenue.....	\$81740 84
Coupon Fund.....	1253 85
Swamp-land Fund.....	2634 45
Des Moines River Land Claims (special fund).....	61 88
Agricultural College Endowment Fund.....	6692 41
Permanent School Fund.....	3095 00
Temporary School Fund.....	490 83
Total.....	<u>\$95,969 26</u>

1st—GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS.

RECEIPTS.

The receipts were derived from the following sources :

General Revenue—

From State Taxes, 2-mill levy.....	\$1300429 87
From Interest on delinquent taxes.....	53034 03
From Insane dues from counties.....	171598 52
From Peddlers' Licenses.....	319 47
From Sale of Laws.....	1779 25
From Railroad Taxes.....	90171 88
From Sale of Arms, Rents, &c.....	429 38
From Insurance Companies for taxes.....	43547 96
From Insurance Companies by Auditor for fees....	20501 33
From U. S. on W. & D. Fund.....	85079 64
From Secretary of State, for Fees.....	2239 93
From Register of the State Land Office, for Fees...	391 65
	<hr/>
	\$1,769,522 91

Coupon Fund—transferred from General Revenue....	\$ 43025 00
Railroad Fund—from Taxes on Railroads.....	292377 14
Swamp-Land Fund—from U. S.....	3081 16
Agricultural College Endowment Fund—from sale of Agricultural College Lands.....	6692 41
Permanent School Fund—from U. S. 5-per-cent Funds and Eads' Loans and Sureties	45685 68
Temporary School Fund—from Interest on State Bonds and Eads' Loans.....	45973 03
	<hr/>

Total receipts for two years.....\$2206357 33

Balance in Treasury Oct. 30th, 1869..... 303198 86

\$2,509,556 19

DISBURSEMENTS.

The disbursements were for the following purposes :

General Revenue—

Redemption of Auditor's Warrants.....	\$1973941	53
Interest allowed on same.....		70
Railroad Fund, apportioned to State and Counties.....	292377	14
Swamp Land Fund, paid to Counties.....	5753	01
Des Moines River Land Claims, redemption of War- rants and interest allowed on same.....	3854	86
Permanent School Fund, apportioned to Counties.....	50318	78
Temporary School Fund, apportioned to Counties.....	45520	20
Dictionary Fund, amount paid Meriam & Co.....	20	00
Coupon Fund, redemption of Coupons.....	41800	71
<hr/>		
Total disbursements for two years.....	\$2413586	93
Balance in Treasury, Nov. 4th, 1871.....	95969	26
<hr/>		
Total.....	\$2,509,556	19

2D—STATE INDEBTEDNESS.

War and Defense Fund, 7 per cent Bonds
issued under chap. 16, acts of
extra session of 1861, due
July 1st, 1871.....\$300,000 00

The Revenue Fund has also become responsible to the School
Fund for the following Bonds :

Bond, No. 1, issued to the Permanent
School Fund of the State,
dated Nov. 12, 1864, interest
payable on the 1st days of
January and July in each year
at 8 per cent for\$122,295 75

Bond, No. 2, issued to the Permanent School Fund of the State, dated March 2d, 1868, interest payable on the 1st days of January and July in each year at 8 per cent for.....	\$112,202 26
Bond, No. 3, issued to the Permanent School Fund of the State, dated Nov. 1st, 1871, interest payable on the 1st days of January and July in each year at 8 per cent for.....	8,558 14

(This last bond, No. 3, was issued for losses to Permanent School Fund, in accordance with article 7, section 3, of new constitution, and of section 2, chapter 134, acts of 1864.

Total bonded indebtedness..... \$543,056 15

3D—EXPENDITURES OF STATE REVENUE.

Showing the Amount of Warrants issued, and to what account charged, and other expenditures of general revenue during the two fiscal years ending November 4th, 1871.

ACCOUNTS.	AMOUNT EXPENDED.
Adjutant-General's salary.....	\$ 3999 84
Adjutant-General's contingent fund.....	2725 90
Attorney-General's salary and <i>per diem</i>	5915 00
Auditor of State's salary.....	3990 12
Auditor of State's Deputy's salary.....	1850 00
Auditor of State's contingent fund.....	2864 70
Circuit Judge's salary, 1st circuit, 1st district.....	3000 00
Circuit Judge's salary, 2d circuit, 1st district.....	2875 00
Circuit Judge's salary, 1st circuit, 2d district.....	3250 00
Circuit Judge's salary, 2d circuit, 2d district.....	1875 00
Circuit Judge's salary, 1st circuit, 3d district.....	3125 00
Circuit Judge's salary, 2d circuit, 3d district.....	4600 00

ACCOUNTS.	AMOUNTS EXPENDED.
Circuit Judge's salary, 1st circuit, 4th district.....\$	3285 00
Circuit Judge's salary, 2d circuit, 4th district.....	3125 00
Circuit Judge's salary, 1st circuit, 5th district.....	3000 00
Circuit Judge's salary, 2d circuit, 5th district.....	3125 00
Circuit Judge's salary, 1st circuit, 6th district.....	3000 00
Circuit Judge's salary, 2d circuit, 6th district.....	3225 00
Circuit Judge's salary, 1st circuit, 7th district.....	3125 00
Circuit Judge's salary, 2d circuit, 7th district.....	3750 00
Circuit Judge's salary, 1st circuit, 8th district.....	3807 50
Circuit Judge's salary, 2d circuit, 8th district.....	3000 00
Circuit Judge's salary, 1st circuit, 9th district.....	3000 00
Circuit Judge's salary, 2d circuit, 9th district.....	3000 00
Circuit Judge's salary, 1st circuit, 10th district.....	2625 00
Circuit Judge's salary, 2d circuit, 10th district.....	3000 00
Circuit Judge's salary, 1st circuit, 11th district.....	3000 00
Circuit Judge's salary, 2d circuit, 11th district.....	3875 00
Circuit Judge's salary, 1st circuit, 12th district.....	3387 50
Circuit Judge's salary, 2d circuit, 12th district.....	3000 00
District Judge's salary, 1st district.....	3916 64
District Judge's salary, 2d district.....	4083 30
District Judge's salary, 3d district.....	4033 33
District Judge's salary, 4th district.....	3533 32
District Judge's salary, 5th district.....	4649 97
District Judge's salary, 6th district.....	3899 98
District Judge's salary, 7th district.....	3933 30
District Judge's salary, 8th district.....	3899 97
District Judge's salary, 9th district.....	3899 98
District Judge's salary, 10th district.....	3716 64
District Judge's salary, 11th district.....	4790 00
District Judge's salary, 12th district.....	3648 35
District Attorney's salary, 1st district.....	1250 00
District Attorney's salary, 2d district.....	1200 00
District Attorney's salary, 3d district.....	1200 00
District Attorney's salary, 4th district.....	1150 00
District Attorney's salary, 5th district.....	1298 67
District Attorney's salary, 6th district.....	1250 00

ACCOUNTS.	AMOUNTS EXPENDED.
District Attorney's salary, 7th district.....	\$ 1300 00
District Attorney's salary, 8th district.....	1200 00
District Attorney's salary, 9th district.....	1000 00
District Attorney's salary, 10th district.....	1250 00
District Attorney's salary, 11th district.....	750 00
District Attorney's salary, 12th district.....	1250 00
Governor's salary and house rent.....	7064 00
Governor's contingent fund.....	1900 67
Governor's Private Secretary's salary.....	2437 87
Janitor and Night Watch.....	6928 03
Register of State Land Office's salary.....	4218 66
Register of State Land Office's Deputy's salary.....	2316 00
Superintendent of Agricultural College and farm.....	2000 00
Secretary of State's salary.....	3989 80
Secretary of State's Deputy's salary.....	1900 00
Secretary of State's contingent fund.....	1168 65,
State Treasurer's salary.....	4321 00
State Treasurer's Deputy's salary.....	2316 00
State Treasurer's contingent fund.....	1354 72
State Superintendent of Weights and Measures.....	125 00
Superintendent of Public Instruction's salary.....	4081 09
Superintendent of Public Instruction's Deputy's salary	1925 00
Superintendent of Public Instruction's contingent fund	666 00
Supreme Judge's salary, Hon. J. M. Beck.....	4800 00
Supreme Judge's salary, Hon. C. C. Cole.....	5183 64
Supreme Judge's salary, Hon. J. G. Day.....	3016 64
Supreme Judge's salary, Hon. J. F. Dillon.....	383 50
Supreme Judge's salary, Hon. E. H. Williams.....	1315 98
Supreme Judge's salary, Hon. G. G. Wright.....	1916 73
Supreme Judge's salary, Hon. W. E. Miller.....	3268 08
Supreme Court contingent fund.....	7928 22
*General contingent fund.....	22282 89
Agricultural Societies.....	29445 00
Agricultural College Improvement.....	68500 00

* For detailed account of general contingent fund expenses, see statement 4th on page 14.

ACCOUNTS.

AMOUNTS EXPENDED.

Agricultural College, board (mileage).....	\$ 2489 00
Arrest of fugitives.....	5695 36
Blind Asylum (support and pupilage).....	43340 00
Blind Asylum (improvements).....	35411 34
Blind Asylum (clothing account)	1480 74
Capitol Building repairs.....	2233 00
Commissioners of Immigration (support).....	4997 98
Commissioners of Immigration (mileage).....	870 70
Commissioners to revise laws.....	7457 00
Commissioner to Washington (J. A. Dewey).....	6804 35
Commissioner to Washington (J. A. Harvey).....	554 10
Deaf and Dumb Institute (support and pupilage).....	39620 00
Deaf and Dumb Institute (building at Council Bluffs)	78061 01
Deaf and Dumb Institute (furnishing building).....	12000 00
Deaf and Dumb Institute (clothing account).....	143 74
Educational Journal.....	147 00
First Iowa Cavalry Claims.....	2518 20
Gray uniform claims.....	1482 00
Geological survey.....	323 26
Geological reports.....	18800 00
Greene's Supreme Court Reports.....	4000 00
Hospital for Insane, Mt. Pleasant (county dues).....	185000 00
Hospital for Insane, Mt. Pleasant (trustees' expenses)	1727 65
Hospital for Insane (State dues).....	8290 46
Hospital for Insane, Mt. Pleasant (improvement)	39200 00
Hospital for Insane, Independence (building).....	261398 33
Hospital for Insane, Independence (commissioner's expenses).....	547 05
Iowa Soldiers' Orphans' Home (support).....	190660 00
Iowa Soldiers' Orphans' Home (improvements).....	25000 00
Iowa Soldiers' Orphan's Home, (trustees' mileage)....	2720 20
Interest on School Fund Loans.....	43960 06
Interest on war bonds.....	43025 00
New State House Plans.....	3613 25
New Capitol Building.....	94027 73

ACCOUNTS.	AMOUNTS EXPENDED.
New Capitol Building (commissioners expenses and per diem).....\$	5898 85
Penitentiary (general support).....	1827 59
Penitentiary (guards' pay).....	22691 11
Penitentiary (expenses of Census Board).....	69 25
Penitentiary, (improvements).....	20719 63
Penitentiary, (Visitor).....	22 25
Penitentiary, (Clerk's salary).....	1500 00
Penitentiary, (Chaplain's salary).....	1200 00
Penitentiary, (Physician's salary).....	1200 00
Penitentiary, (Warden's salary).....	3000 00
Penitentiary, (Deputy Warden's salary).....	1999 92
Permanent School Fund costs.....	318 30
Publishing laws in newspapers.....	65034 13
Phonographic reports.....	4527 92
† Providential contingencies.....	1903 00
Quartermaster-General's expenses.....	2000 00
Rewards for criminals.....	1000 00
Reunion of Iowa soldiers.....	15000 00
School Journal.....	121 25
Special appropriations.....	3550 00
Swamp Lands.....	24 00
State Reform School, (support and deficiency).....	22000 00
State Reform School, (trustees' mileage).....	1245 60
State Binding.....	17035 19
State Printing.....	24573 48
State University, (support).....	34912 55
State University, (trustees' mileage).....	2159 00
Stationery.....	33956 54
Swamp Land Indemnity Fund (expenses).....	439 40
Supreme Court Reports.....	10230 00
State Historical Society.....	1000 00
Teachers' Institutes.....	8600 00
Twelfth General Assembly, (postage).....	66 83

† See statement 11½ for detailed expenditures.

ACCOUNTS.

AMOUNTS EXPENDED.

Thirteenth General Assembly, (postage).....	\$	7921	42
Thirteenth General Assembly, (mileage and <i>per diem</i>)		98951	60
Thirteenth General Assembly, (newspapers).....		20510	23
Thirteenth General Assembly, (special appropriations)		6893	17
War and Defense Fund, (revenue).....		492	96
War Claims of Counties and Cities.....		4479	92
<hr/>			
Total amount of warrants issued during the two years..	\$	1,972,930	78
Interest paid on W. and D. warrants redeemed.....			70
Mileage to county treasurers and banks.....		4527	74
<hr/>			
Total expenditures.....	\$	1,977,459	22

4TH—GENERAL CONTINGENT FUND EXPENSES.

DATE OF WARRANT	TO WHOM ISSUED.	ON WHAT ACCOUNT.	AMOUNT.
	c. o Voucher and Warrant.		\$
1869			
Nov. 1	852 Hugh Murray.....	Hauling from the Capitol in October.....	9 75
4	863 Des Moines Post Office..	Postage and postage stamps.....	79 08
11	904 W. U. Telegraph Co.....	Paid for	5 65
13	915 Aaron Wallace.....	Paid for 30 days grazing around Capitol.....	11 00
16	948 Des Moines Post Office..	Paid for 2000 3 ct stamped envelopes.....	69 60
19	955 C. C. Nourse.....	Paid for services in the case of State of Iowa v. Martin McCormick.....	100 00
22	960 E. J. Fairall.....	Paid for work done in State House.....	5 00
23	962 B. S. Fleming.....	Paid for work done in State House.....	25 00
23	963 J. K. & W. H. Gilcrest..	Paid for bill of lumber.....	109 84
23	964 Geo. Rocky.....	Paid for 4 days work around Capitol.....	8 00
25	967 J. K. & W. H. Gilcrest..	Paid for bill of lumber.....	74 23
30	996 Hugh Murray.....	Hauling to and from Capitol in November.....	11 25
30	998 Des Moines Coal Co.....	Paid for bill of coal.....	49 00
Dec. 3	1012 Des Moines Post Office..	Paid for postage stamps.....	174 00
3	1014 J. K. & W. H. Gilcrest..	Paid for bill of lumber.....	42 53
8	1059 U. S. Express Co.....	Paid for transportation on packages.....	37 35
10	1073 J. C. Farrand.....	Paid for making estimate on Capitol steps.....	5 00
11	1083 Getchell & Tichenor.....	Paid for bill of lumber.....	17 82
14	1093 Howell & Seeberger.....	Paid for bill of hardware to date.....	34 65

Dec.	21	1123	Cate & Graham.....	Paid for removing safe in Capitol.....	\$	28	00
	21	1124	L. Frairy.....	Paid for painting done in Senate and House.....		102	25
	23	1141	W. U. Tel. Co.....	Paid for official telegrams.....		4	30
	24	1144	McKisson & Bolton.....	Paid for bill of hardware to date.....		121	51
	27	1165	H. O'Connor.....	Paid for expenses incurred in visiting Sioux and Clay counties to enjoin the sale of school lands.....		123	00
	28	1173	Des Moines P. O.....	Paid for postage and postage stamps.....		122	61
	31	1189	Hugh Murray.....	Paid for hauling in the month of December.....		11	25
1870.							
Jan.	1	1196	Wm. Ray.....	Paid for work and material on furnace.....		31	50
	4	1202	A. E. Roberts & Co.....	Paid for desk for Auditor's office.....		90	00
	4	1203	Des Moines P. O.....	Paid for unpaid postage &c.....		7	40
	4	1208	R. McNulty.....	Paid for zinc for stove.....		1	00
	5	1211	Wm. England.....	Paid for.....		75	30
	5	1220	Ainsworth & Bonbright..	Paid for.....		9	75
	6	1225	Knight Bros.....	Paid for.....		185	00
	7	1231	L. P. & J. R. Baker.....	Paid for.....		15	00
	12	1231	Wm. Stewart.....	Paid for repairing clock in Treasurer's office.....		2	00
	15	1231	L. S. Laverty.....	Paid for work done in Senate Chamber.....		11	34
	18	1231	C. & L. Harbach.....	Paid for furniture in Governor's office, &c.....		47	76
	18	1282	Andrew Murray.....	Paid for 35½ days' work, at \$2.00 per day, in halls of Senate and House.....		71	00
	20	1291	H. O'Connor.....	Paid for expense incurred in visiting O'Brien county to enjoin the sale of school lands.....		102	20
	21	1293	E. L. Hawkins.....	Paid on account wood contract.....		150	00
	22	1297	Ensminger Bros.....	Paid for pipe and work done.....		39	30
	22	1298	B. S. Fleming.....	Paid for 2½ days' work, at \$2.50 per day.....		6	25
	24	1299	C. W. Keys.....	Paid for spittoons and glasses.....		12	50
	24	1300	Frank Dillon.....	Paid for opening flues and repairing furnace.....		5	00

GENERAL CONTINGENT FUND EXPENSES—CONTINUED.

DATE OF WARRANT	No. of Voucher and Warrant	TO WHOM ISSUED.	ON WHAT ACCOUNT.	AMOUNT.
Jan. 25	1303	C. C. Carpenter.....	Paid for list of lands of R. R. Co.....	\$ 35 00
26	1305	F. D. Booth.....	Paid for bill of goods to date.....	11 20
Jan. 27	1317	Des Moines Post Office...	Paid for postage and return stamps.....	224 40
27	1320	W. R. Ray.....	Paid for grates, in same.....	22 80
28	1329	B. S. Fleming.....	Paid for work on.....	1 25
31	1356	L. P. & J. R. Baker.....	Paid for glass on.....	1 75
31	1358	Hugh Murray.....	Paid for hauling in December.....	23 45
31	1359	C. A. Ryden.....	Paid for 28½ days' work at \$2.00 per day.....	56 50
Feb. 1	1364	U. S. Express Co.....	Paid for transportation on packages.....	54 40
1	1366	Des Moines Coal Co.....	Paid for bill of coal to date.....	259 30
2	1369	Osgood & Wyman.....	Paid for waste basket.....	75
2	1370	J. K. & W. H. Gilcrest..	Paid for rods for ins. cts.....	1 30
4	1379	W. U. Tel. Co.....	Paid for official telegrams.....	7 40
April 4	1763	J. C. Carter.....	Paid for freight on German message.....	1 95
15	1813	McKisson & Bolton.....	Paid for bill of hardware.....	146 03
15	1824	Hugh Murray.....	Paid for hauling in the months of February and March.....	31 00
15	1826	U. S. Express Co.....	Paid for transportation on packages.....	11 55
15	1827	E. B. Kessler.....	Paid for setting glass in office of S. P. I.....	3 40
16	1863	John Bryan.....	Paid for carpenter work done in offices.....	5 50
16	1864	Samuel Green.....	Paid for 62 pieces for furnaces, 794 lbs.....	63 52
16	1865	U. S. Express Co.....	Paid for transportation of packages.....	4 65

18 1951	W. U. Telegraph Company	Paid for postage and postage stamps.	548	90
18 1953	S. A. Robinson.	Paid for official telegrams.	10	69
18 1954	C. A. Ryden.	Paid for extra work on Capitol.	1812	26
18 1954	L. S. Laverty.	Paid for sawing wood to date.	18	00
18 1954	C. C. Carpenter.	Paid for six days' carpenter work.	15	00
18 1954	C. & L. Harbach.	Paid for materials for use of his office.	9	00
18 1954	E. B. Kessler.	Paid for furniture for use of Secretary's office.	13	00
18 1954	J. K. & W. H. Gilcrest.	Paid for glass in office of Supt. of Public Instruction.	75	
18 1954	L. S. Laverty.	Paid for bill of lumber.	4	88
18 1954	United States Express Co.	Paid for work done in office of S. P. I.	1	00
18 1954	A. Page & Co.	Paid for transportation on package.	50	
18 1954	C. A. Ryden.	Paid for canceling stamp for State Treasury.	12	00
18 1954	W. L. Hawkins.	Paid for sawing wood to date.	35	00
18 1954	L. S. Laverty.	Paid for balance on wood contract (\$150 previously paid).	47	40
18 1954	W. U. Telegraph Co.	Paid for four and one-half days' work.	11	25
18 1954	Des Moines Post Office.	Paid for official telegrams.	6	25
18 1954	A. Page & Co.	Paid for stamps and stamped envelopes.	471	10
18 1954	B. S. Fleming.	Paid for ribbon for cancelling stamp.	1	50
18 1954	L. S. Laverty.	Paid for 2 days' work at \$2 50.	5	00
18 1954	L. S. Laverty.	Paid for 3 1/4 days' work, "carpenter".	7	50
18 1954	B. S. Fleming.	Paid for 1 1/2 days' work "carpenter".	3	75
18 1954	L. S. Laverty.	Paid for 4 1/2 days' work \$2 50 per day.	103	75
18 1954	J. K. & W. H. Gilcrest.	Paid for 6 days' work \$2 50 per day.	15	00
18 1954	L. S. Laverty.	Paid for bill of lumber.	31	36
18 1954	J. K. & W. H. Gilcrest.	Paid for 5 days' work at \$2 50 per day.	12	50
18 1954	J. K. & W. H. Gilcrest.	Paid for bill of lumber.	38	64
18 1954	C. A. Ryden.	Paid for bill of lumber.	24	00
18 1954	Merrill, Keeney & Co.	Paid for 26 days' work at \$2 per day.	52	00
18 1954		Paid for furniture and repairing same.	74	50

GENERAL CONTINGENT FUND EXPENSES—CONTINUED.

DATE OF WARRANT	No. of Voucher and Warrant.	TO WHOM ISSUED.	ON WHAT ACCOUNT.	AMOUNT.
April 18 1954	18 1954	H. Minos.....	Paid for 25 3-5 cords wood, at \$5.75 per cord.....	\$ 147 20
18 1954	18 1954	H. A. Rooney.....	State of Iowa v. D. A. Mahony <i>et al.</i> , (costs paid in the case of)	61 35
18 1954	18 1954	Des Moines Coal Co.....	Paid for bill of coal to date.....	165 05
19 1969	19 1969	Des Moines Gas Co.....	Paid for gas consumed.....	248 45
19 1970	19 1970	Des Moines Coal Co.....	Paid for bill of coal furnished.....	324 40
20 1978	20 1978	F. Woodruff.....	Paid for dusters, boxes, etc.....	38 50
26 1992	26 1992	Jevne & Almini.....	Paid for set eng's color cups.....	1 40
27 2006	27 2006	Dennis & Keyes.....	Paid for baskets and pails.....	8 10
28 2021	28 2021	E. L. Kinsey.....	Paid for gas burners in offices.....	4 00
30 2054	30 2054	Hugh Murray.....	Paid for hauling in month of April.....	20 85
30 2055	30 2055	C. W. York.....	Paid for 3.....	5 24
May 4 2068	4 2068	Tom Braden.....	Paid for one-half dozen locks and one gross screws.....	1 40
4 2070	4 2070	Geo. Wolford.....	Paid for copy General Insurance Statutes.....	10 00
6 2081	6 2081	J. Parmelee.....	Paid for repairing clock in Auditor's office.....	3 00
6 2087	6 2087	Ed Wright.....	Paid for charge on books for library, etc.....	68 78
10 2104	10 2104	Wm. Christy.....	Paid for lumber and work done in Treasurer's office.....	97 37
11 2109	11 2109	Sinclair & Reed.....	Paid for toweling, crape, etc.....	8 55
11 2111	11 2111	J. R. Thomas.....	Paid for repairing buckets, scrapers, etc.....	8 00
12 2115	12 2115	Oliver Carter.....	Paid for whitewashing Treasurer's office.....	3 00
23 2181	23 2181	J. R. Baker.....	Paid for papering Treasurer's office.....	10 50
31 2233	31 2233	Great Western Tel. Co....	Paid for official telegrams.....	3 06

May		Paid for hauling in month of May.....	14 50
June	Press Co.....	Paid for transportation of packages.....	55 20
	Sampson.....	Paid for four revolving chairs.....	44 00
	Press Co.....	Paid for transportation on packages.....	14 03
	& P. R. R.....	Paid for freight on books for Library.....	7 20
	Clark.....	Paid for seven and a half day's work, at \$2.00 per day.....	15 00
	Seeberger.....	Paid for bill of hardware to date.....	29 18
	Bundy.....	Paid for painting and rainting in Treasurer's office.....	39 00
	Goodruff.....	Paid for removing dirt.....	45 00
	Harbach.....	Paid for bill of furniture.....	15 25
	Warden.....	Paid for grading on State House lot, &c.....	41 50
	Wistey.....	Paid for work and material furnished.....	20 70
	Wason.....	Paid for grading lot building fence, &c.....	41 00
	Harbach.....	Paid for laying muscous carpet for use of Treasurer's office.....	108 15
	Clark.....	Paid for cleaning windows in Treasurer's office.....	1 50
	Wistey.....	Paid for lumber and work.....	3 00
	Leminge.....	Paid for plastering in Executive and Treasurer's offices.....	60 40
	Wes P. O.....	Paid for postage stamps and postage.....	282 49
	Wes P. O.....	Paid for postage stamps and postage.....	111 51
	Wes P. O.....	Paid for postage stamps and postage.....	12 00
	V. H. Gilcrest.....	Paid for bill of lumber.....	10 36
	V. H. Gilcrest.....	Paid for bill of lumber.....	10 00
	Clark.....	Paid for work done in Executive office.....	2 50
	Wes Gas Co.....	Paid for extending gas pipe from 5th street to Capitol— the same being only an advance payment.....	761 55
July	Clark.....	Paid for making carpet in Treasurer's office.....	10 00
	Clark.....	Paid for official telegrams.....	16 57
	Western Tel. Co.....	Paid for official telegrams.....	4 44
	Clark.....	Paid for cutting grass in State House square.....	20 00

GENERAL CONTINGENT FUND EXPENSES: S.—CONTINUED.

DATE OF WARRANT	No. of Voucher and Warrant.	TO WHOM ISSUED.	ON WHAT ACCOUNT.	AMOUNT
July	52506	Hugh Murray.....	Paid for hauling in month of June.....	\$ 13 50
	52514	S. E. Rankin.....	Paid for material for carpet.....	6 70
	62519	L. P. & J. R. Baker.....	Paid for hanging paper, and painting in Treasurer's office..	19 20
	92551	R. Boyle.....	Paid for cleaning well in square.....	10 00
	92552	J. K. & W. H. Gilcrest..	Paid for bill of lumber.....	2 40
	92556	Wm. Christy.....	Paid for work and material furnished for Executive office...	5 05
	232628	J. R. Baker.....	Paid for hanging paper in Treasurer's office.....	7 85
	272658	Des Moines P. O.....	Paid for postage stamps and envelopes.....	106 70
	282662	"	"	36 00
	302685	C. W. York.....	Paid for official telegrams.....	15 30
	302690	Townsend & Burrows....	Paid for window blinds for Register's office.....	9 00
Aug.	12694	Hugh Murray.....	Paid for hauling in month of July.....	10 25
	12697	Redhead & Wellslager....	Paid for gold pen, wall paper, &c., for Treasurer's office....	37 75
	22706	L. S. Lavery.....	Paid for work on blinds for Register's office.....	1 00
	22708	U. S. Exp. Co.....	Paid for transportation on package.....	8 60
	32716	C. R. I. & P. R. R.....	Paid for charges on books for library.....	59 35
	42724	C. & L. Harbach.....	Paid for furniture for Executive and Treasurer's offices....	348 58
	52730	Z. Stinson.....	Paid for making carpet for Treasurer's office.....	10 00
	52733	McKisson & Bolton.....	Paid for hardware to date.....	20 60
	122777	Keyes & Gray.....	Paid for W. G. basin for Treasurer's office.....	1 00
	122778	L. Frary.....	Paid for painting blinds, Register's office.....	5 00

Aug.	15	2798	J. C. Merrill.....	Paid for extra work in library.....	4	00
	17	2811	W. R. Ray.....	Paid for work done and material furnished.....	29	49
	19	2823	Comparet & Stark.....	Paid for tin cases for S. P. I. office.....	6	35
	22	2827	Joseph Underwood.....	Paid for stone pump for use of square.....	21	00
	27	2858	A. E. Roberts & Co.....	Paid for desk in library.....	91	22
	3	2910	Great Western Tel. Co....	Paid for official telegrams.....	12	23
	3	2911	Western Union Tel. Co....	Paid for official Telegrams.....	57	37
	3	2919	A. E. Roberts & Co.....	Paid for desk in Treasurer's office.....	100	00
	8	2932	E. B. Kessler.....	Paid for 6 lights, ground glass, in library.....	5	00
	8	2937	L. H. Mower.....	Paid for repairing fence around square.....	2	75
Sept.	10	2961	C. & L. Harbach.....	Paid for furniture in Executive office.....	280	00
	12	2971	Thos. Bundy.....	Paid for painting and graining in Treasurer's office, and fence around Capitol.....	58	56
	19	2999	C. R. I. & P. R. R.....	Paid for charge on books for library.....	1	50
	19	3001	Hugh Murray.....	Paid for hauling in month of August.....	9	75
	22	3015	S. E. Rankin.....	Paid for 20 cords wood at \$5.00 per cord.....	100	00
	24	3024	J. E. Hendricks.....	Paid for surveying State grounds.....	3	00
	26	3031	S. E. Rankin.....	Paid for 6000 feet of fencing at \$23.00 per M.....	138	00
	28	3043	W. M. Stewart.....	Paid for repairing clock in Register's office.....	2	00
	28	3050	D. N. Cooley.....	Paid for services of attorney in State case.....	210	00
	1	3067	Des Moines Post office..	Paid for stamped envelopes and postage stmps.....	826	24
Oct.	1	3071	Hugh Murray.....	Paid for hauling in month of September.....	5	50
	1	3074	A. Grefe.....	Paid for ice furnished the offices.....	76	27
	1	3075	Wm. Christy.....	Paid for work and material furnished.....	4	30
	1	3077	Great Western Tel. Co....	Paid for official telegrams.....	13	73
	3	3082	Western Union Tel. Co....	Paid for official telegrams.....	86	50
	8	3117	W. A. Reed & Co.....	Paid for tacks and enamel cloth for the use of Aud. office..	2	40
	8	3118	U. S. Express Co.....	Paid for transportation on packages.....	94	15
	8	3121	U. S. Express Co.....	Paid for transportation on packages.....	4	85

GENERAL CONTINGENT FUND EXPENSES.—CONTINUED.

DATE OF WARRANT	No. of Voucher and Warrant.	TO WHOM ISSUED.	ON WHAT ACCOUNT.	AMOUNT.
Oct.	8	3125 E. Johnston.....	Paid for seven days work in Square.....	\$ 14 00
	12	3168 Kurtz & Bro.....	Paid for stoves for different offices.....	311 75
	13	3172 A. S. Kissell.....	Paid for official telegrams.....	2 55
	14	3178 C. A. Ryden.....	Paid for 9½ days work, at \$2 per day.....	19 75
	17	3183 E. B. Kessler.....	Paid for work done in Auditor's and Executive office.....	2 00
	21	3214 W. S. Chenoweth.....	Paid for building fence around Square.....	11 25
	24	3224 Des Moines P. O.....	Paid for box rent, and unpaid postage.....	3 88
	26	3227 Plumb Bros.....	Paid for repairing clock in Executive office.....	1 00
	26	3228 A Woodruff.....	Paid for 7½ days work with team.....	26 25
	31	3278 Kurtz & Bro.....	Paid for work done.....	3 25
	31	3281 H. Murray.....	Paid for hauling in month of Oct.....	6 00
	31	3287 Des Moines P. O.....	Paid for stamped envelopes and postage stamps.....	408 40
	31	3288 Chenoweth Bros.....	Paid for fence around Governor's Square.....	7 85
	31	3291 Des Moines Coal Co.....	Paid bill of coal to date.....	469 90
	31	3300 C. Brown.....	Paid for keys for different offices.....	2 75
Nov.	1	3305 Grt. West. Tel. Co.....	Paid for official telegrams.....	62 35
	1	3308 Merrill, Keeney, & Co.....	Paid for furniture for Executive office.....	34 00
	1	3314 West. Union Tel. Co.....	Paid for official telegrams.....	8 77
	1	3317 U. S. Exp. Co.....	Paid for transportation on package.....	12 80
	2	3320 J. Bryan.....	Paid for work done in Treas. and Supt. Pub. Inst. offices.....	2 00
	2	3330 A. F. West.....	Paid for hauling wood.....	1 75

Nov.	2	3331	Ryden & Johnston.....	Paid for making fence around Gov. Square.....	44	50
	3	3338	IL. Murray.....	Paid for hauling in month of October.....	9	00
	7	3361	L. H. Bush.....	Paid for duster and boxes.....	9	75
	8	3365	J. K. & W. H. Gilcrest..	Paid for bill of lumber to date.....	127	19
	9	3371	Wm. Christy.....	Paid for work and material furnished.....	9	09
	11	3383	C. C. Carpenter.....	Paid for diagram of Des Moines river grant.....	15	00
	14	3402	Wm. Van Dyke.....	Paid for repairing flue in basement.....	6	85
	14	3405	L. P. & J. R. Baker.....	Paid for varnishing chairs, &c.....	1	75
	16	3415	J. C. Merrill.....	Paid for 6 boxes for use of library.....	2	50
	19	3439	A. Woodruff.....	Paid for hauling wood.....	3	50
	23	3455	Kurtz & Bros.....	Paid for stove for use of Executive office.....	47	00
Dec.	1	3501	Great West. Telegraph Co.	Paid for official telegrams.....	4	64
	1	3502	H. Murray.....	Paid for hauling in month of November.....	12	25
	1	3506	McKisson & Bolton.....	Paid for bill of hardware.....	17	00
	1	3507	D. V. Railroad Co.....	Paid for transportation on books.....	1	42
	2	3516	Jno. C. Merrill.....	Paid for 4 day's service as canvassing clerk.....	12	00
	3	3520	S. A. Ayres.....	Paid for 1 day's service as canvassing clerk.....	3	00
	3	3521	W. H. Fleming.....	Paid for 2½ day's service as canvassing clerk.....	7	50
	3	3522	F. A. Warner.....	Paid for 3 day's service as canvassing clerk.....	9	00
	3	3531	U. S. Express Co.....	Paid for transportation on packages.....	11	00
	3	3532	U. S. Express Co.....	Paid for transportation on packages.....	41	00
	5	3537	F. Woodruff.....	Paid for 1 lb. gum arabic for Reg. office.....	1	25
	6	3544	U. S. Express Co.....	Paid for transportation on packages.....	2	40
	10	3586	Giles, Bro. & Co.....	Paid for clock for Executive office.....	22	00
	12	3598	S. E. Rankin.....	Paid for work on Gov. Square.....	186	40
	22	3665	Z. Stimson.....	Paid for making carpet for Reg. office.....	10	00
	23	3673	Des Moines post office...	Paid for postage stamps and unpaid postage.....	240	28
	24	3689	Des Moines post office...	Paid for postage stamps for Supreme Court.....	51	39
	26	3690	A. F. West.....	Paid for removing wood.....	1	00

GENERAL CONINGENT FUND EXPENSES—CO TINSER.

DATE OF WARRANT	No. of Voucher and Warrant.	TO WHOM ISSUED.	ON WHAT ACCOUNT.	AMOUNT.
Dec. 26	3695	W. Van Dyke	Paid for repairing chimney in Register's office.....	\$ 1 50
26	3696	C. & L. Harbach	Paid for furniture for different offices.....	290 17
27	3710	Tomlinson & Co	Paid for gas fitting in offices.....	36 10
27	3713	W. R. Stimson	Paid for washing two and a half dozen towels.....	1 88
29	3728	J. R. Barker	Paid for hanging paper in Auditor's office.....	9 10
29	3729	George C. Sims	Paid for 2½ cords of wood at \$6.00 per cord.....	13 50
30	3734	C. & L. Harbach	Paid for making carpet for Auditor's office.....	4 68
30	3738	C. W. Draper	Paid for three cords of wood at \$6.00 per cord.....	18 00
31	3750	Webb & Smith	Paid for three brushes at 45 cents each.....	1 35
31	3753	H. Murray	Paid for hauling in month of December.....	13 25
31	3757	Chaffee & Co	Paid for repairing roof on Capitol.....	60 00
1871				
Jan. 2	3758	Western Union Tel. Co.	Paid for official telegrams.....	2 60
2	3763	H. Murray	Paid for hauling in the month of December.....	13 25
2	3764	G. C. Sims	Paid for one cord of wood for Register's office.....	6 00
3	3766	C. A. Ryden	Paid for sawing wood.....	31 00
3	3768	S. B. Brafford	Paid for one cord of wood for Register's office.....	6 00
4	3773	J. A. Johnson	Paid for moving wood and coal.....	2 00
6	3785	Wm. Christy	Paid for work done in S. P. I. office.....	7 20
9	3790	J. O. Floyd	Paid for repairing stamp for Treasurer's office.....	2 00
12	3812	L. P. & J. R. Baker	Paid for painting and whitewashing in Auditor's office.....	11 50
12	3813	Dennis & Keyes	Paid for twine.....	4 29

Jan.	13	3837	R. C. Webb & Son.....	Paid for case of matches.....	\$ 50
	17	3864	Tomlinson & Co.....	Paid for gas fixtures for Supt. Public Instruction's office.....	41 55
	19	3871	W. F. Gruss.....	Paid for 10 yards crash, at 16c. per yard.....	1 60
	28	3909	C. W. Chaffee.....	Paid for repairing roof on State House.....	49 90
	31	3927	West Union Tel. Co.....	Paid for official telegrams.....	7 77
	31	3929	H. Murray.....	Paid for hauling in the month of January.....	16 35
	31	3930	A. E. Roberts & Co.....	Paid for stationery for Register's office.....	15 00
	31	3931	A. E. Roberts & Co.....	Paid for desk for Supt. Public Instruction's office.....	150 00
	31	3932	C. A. Ryden.....	Paid for sawing wood.....	38 50
	31	3934	Grt. West. Telegraph Co..	Paid for official telegrams.....	93
Feb.	1	3944	United States Express Co..	Paid for transportation on packages.....	75 15
	2	3948	H. Murray.....	Paid for hauling for Board of Immigration.....	9 25
	3	3953	A. S. Kissell.....	Paid for official telegrams.....	1 65
	3	3956	A. E. Roberts & Co.....	Paid for desk for Register's office.....	100 00
	11	3970	C. & L. Harbach.....	Paid for oil-cloth for Register's office.....	5 18
	11	3971	C. & L. Harbach.....	Paid for duster and 3 yards of four-four Venetian.....	5 70
	21	4007	United States Express Co..	Paid for transportation on White's geological survey.....	268 15
	21	4014	A. E. Roberts & Co.....	Paid for desk for Register's office.....	149 00
	21	4015	Wm. Christy.....	Paid for work done in Register's office.....	24 40
	22	4016	Pelton & Lemming.....	Paid for work done in Register's office.....	27 75
	22	4017	C. A. Ryden.....	Paid for 2½ days' work in warehouse.....	5 00
	22	4020	C. A. Ryden.....	Paid for cleaning basement and sawing wood.....	23 00
	25	4038	T. U. Webb.....	Paid for 7 maps for use of offices.....	12 25
March	1	4057	J. Bryan.....	Paid for work done in Auditor's office.....	5 00
	1	4059	United States Express Co..	Paid for transportation on packages.....	36 65
	3	4068	H. Murray.....	Paid for hauling in the month of February.....	19 95
	3	4069	Booth & Co.....	Paid for in Auditor's office.....	3 50
	7	4087	Daniels, Harrison & Co..	Paid for desk for Executive office.....	36 50
	8	4095	Perkins Bros.....	Paid for publishing notice of second-class cities.....	3 00

GENERAL CONTINGENT FUND EXPENSES—CONTINUED.

DATE OF WARRANT	No. of Voucher and Warrant.	TO WHOM ISSUED.	ON WHAT ACCOUNT.	AMOUNT.
Mar.	8 4096	A. K. Bailey.....	Paid for publishing notice of second class cities.....	\$ 3 00
	8 4102	Des Moines Post Office..	Paid for stamped envelopes and postage stamps	722 90
	9 4104	H. Murray.....	Paid for hauling for Board of Immigration.....	8 45
	11 4110	Reel & Reeder.....	Paid for three boxes, use of Secretary of State.....	1 50
	22 4155	Mills & Co	Paid for election proclamations.....	23 75
	29 4191	Des Moines Post Office..	Paid for postage and postage stamps	142 05
	29 4192	Des Moines Coal Co	Paid for coal to date.....	270 00
	30 4193	Des Moines Post Office..	Paid for postage and postage stamps	5 54
	30 4202	W. Vandyke.....	Paid for enlarging flue in Executive office.....	1 00
	31 4208	McKisson & Bolton.....	Paid for bill of hardware	27 30
	31 4220	H. Murray.....	Paid for hauling in March.....	22 20
April	1 4223	Gr't Western Tel Co.....	Paid for official telegrams.....	3 50
	1 4227	W. U. Tel Co.....	Paid for official telegrams	9 08
	4 4233	F. Werner.....	Paid for repairing seal, &c., in Auditor's office	3 00
	4 4234	U. S. Ex. Co	Paid for transportation of packages.....	36 55
	10 4265	E. B. Kessler	Paid for setting glass in S. P. I. office.....	3 75
	11 4269	W. R. Stimson.....	Paid for making and washing towels.....	3 13
	12 4274	F. Woodruff	Paid for duster and boxes	5 50
	12 4275	Wm. Christy.....	Paid for work and material furnished.....	44 30
	12 4277	C. R. I. & P. R. R	Paid for charges on books.....	50
	13 4278	Iowa State Register.....	Paid for advertising cities of the second class.....	8 75

April 15	4298	W. H. Brown, <i>et al.</i>	Paid for removing books from warehouse to basement.	32 00
21	4308	C. G. Hammer.....	Paid for hauling boxes.....	1 50
24	4316	Redhead & Wellslager....	Paid for pine boxes.....	29 00
35	4319	Howell & Seeberger.....	Paid for one half dozen foot scrapers.....	1 00
25	4320	J. Brewer.....	Paid for one half dozen tumblers.....	1 60
26	4323	L. P. Baker.....	Paid for boxes and freight for Board of Immigration.....	1 35
27	4339	Des Moines P. O.....	Paid for stamped envelopes and postage stamps.....	544 40
28	4343	A. S. Kissell.....	Paid for transportation on packages.....	1 40
29	4364	James Smith.....	Paid for sharpening erasers in offices.....	80
May 2	4379	Reel & Reeder.....	Paid for 9 boxes.....	4 25
2	4387	Western Union Tel. Co....	Paid for official telegrams.....	10 10
2	4389	Perkins & Gray.....	Paid for basin for S. P. I. office.....	1 00
5	4405	A. E. Roberts & Co.	Paid for desk in office of S. P. I.....	170 00
5	4406	Mills & Co.....	Paid for election proclamation.....	52 50
8	4415	L. P. Baker.....	Paid for key for land office.....	85
11	4423	U. S. Express Co.....	Paid for transportation of packages.....	40 40
11	4426	C. A. White.....	Paid for on Geological Reports.....	13 00
13	4450	E. B. Kessler.....	Paid for etc, in Executive office.....	2 75
15	4456	Perkins & Gray.....	Paid for basin for Treasurer's office.....	1 00
17	4463	Anamosa Eureka.....	Paid for adv. cities of 2d class.....	3 25
18	4466	Booth & Co.....	Paid for repairing clocks.....	5 50
26	4482	Waldron Bros.....	Paid for door plate for land office.....	9 00
27	4498	Great Western Tel. Co....	Paid for official telegrams.....	5 40
29	4511	C. H. Aitkins.....	Paid for repairs done in library.....	217 89
30	4514	Vestal & Young.....	Paid for notice of Register of land office.....	4 00
June 1	4528	Western Union Tel. Co....	Paid for official telegrams.....	2 78
5	4551	W. Vandyke.....	Paid for work done in land office.....	1 40
6	4558	W. R. Stimson.....	Paid for making carpets.....	18 00
6	4559	J. R. Baker.....	Paid for whitewashing in offices.....	15 00

GENERAL CONTINGENT FUND EXPENSES.—CONTINUED.

DATE OF WARRANT	No. of Voucher and Warrant	TO WHOM ISSUED.	ON WHAT ACCOUNT.	AMOUNT.
June	7 4563	Pacific & Atlantic Tel. Co.	Paid for official telegrams..	\$ 8 35
	7 4566	C. R. L. & P. Railroad...	Paid for charges on books.....	10 65
	13 4592	W. A. Patterson.....	Paid for boxes to pack books in.....	13 50
	19 4619	C. & L. Harbach.....	Paid for carpet etc., for library.....	71 10
	21 4623	C. & L. Harbach.....	Paid for carpet for Secretary and Clerk's office.....	291 15
	23 4635	H. Austin.....	Paid for official telegram.....	1 80
	30 4684	Des Moines post office....	Paid for postage stamps, etc.....	128 43
July	1 4689	U. S. Express Co.....	Paid for transportation on packages.....	19 30
	1 4691	Redhead & Wellslager....	Paid for wall paper etc.. for offices.....	51 25
	1 4713	J. R. Baker.....	Paid for per hanging.....	49 05
	3 4722	Des Moines post office....	... ..	9 84
	3 4726	C. & L. Harbach.....	Paid for husk mattress.....	3 50
	3 4727	U. S. Express Co.....	Paid for transportation on packages.....	35 25
	3 4730	C. H. Atkins.....	Paid for work done in offices.....	21 77
	3 4734	W. U. Telegraph Co.....	Paid for official telegrams..	13 60
	6 4753	Reel & Reeder.....	Paid for boxes, glue and alum.....	2 00
	6 4755	L. P. Baker.....	Paid for 599 bridge tickets for use in carrying mail.....	16 37
	12 4769	W. R. Stimson.....	Paid for washing towels.....	3 15
	17 4785	Comparet & Stark.....	Paid for cases for use of S. P. L.....	10 25
	31 4862	L. P. Baker.....	Paid for articles for use of offices.....	1 35
	31 4865	L. P. Baker.....	Paid for charges on books.....	75

July	31	4866	U. S. Exp. Co.	Paid for transportation on package.	46	90
	31	4868	U. S. Exp. Co.	Paid for transportation on package.	9	00
Aug.	2	4892	McKisson & Bolton	Paid for bill of hardware to date.	20	75
	8	4911	J. R. Thomas	Paid for work done and material furnished.	2	55
	10	4916	West. Un. Tel. Co.	Paid for official telegrams.	4	66
	19	4952	C. & L. Harbach	Paid for iron bedstead.	5	00
	28	4982	Shannon & Son	Paid for 4 dozen glasses.		75
Sept.	2	5018	U. S. Exp. Co.	Paid for transportation on package.	21	75
	2	5019	A. Anderson	Paid for 12 days mowings Governor's Square.	21	00
	4	5023	Des Moines P. O.	Paid for postage stamps and postage.	148	44
	11	5064	A. L. Levi	Paid for services in the case of State v. G. T. Farner.	100	00
	14	5072	West. Un. Tel. Co.	Paid for official telegrams.	4	60
	16	5090	Sinclair & Read.	Paid for 1½ yards black and white crape.	1	00
Oct.	2	5183	Gt. West. Tel. Co.	Paid for official telegrams.	2	00
	3	5187	Getchell & Tichenor	Paid for lumber for basement.	22	39
	4	5198	J. S. Clarkson	Paid for postage stamps and stamped envelopes.	522	90
	5	5203	W. A. Reed & Co.	Paid for Enm. muslin, and tacks for Library.	1	25
	5	5205	W. Un. Tel. Co.	Paid for official telegrams.	4	30
	6	5211	Davenport Gazette	Paid for publishing amendments to the constitution.	57	50
	9	5219	U. S. Exp. Co.	Paid for transportation on packages.	59	80
	9	5221	Ottumwa Courier	Paid for amendments to the constitution.	42	00
	10	5227	Howell & Seeberger	Paid for 5 dozen drawer and desk locks.	60	00
	14	5260	West. Un. Tel. Co.	Paid for official telegrams.	32	61
	24	5311	L. P. Baker	Paid for keys.	15	60
	25	5318	W. T. Heywood	Paid for one year.	12	00
	25	5319	Sinclair & Read.	Paid for on-cloth, and boxes.	9	00
	25	5320	Rich & Ryan	Paid for publishing amendments to the constitution.	67	50
	27	5351	Iowa State Register	Paid for publishing amendments to the constitution.	52	50
Nov.	1	5385	W. O. Waldron	Paid for 2 days service canvassing vote.	6	00

GENERAL CONTINGENT FUND EXPENSES—CONT.NUED.

DATE OF WARRANT	No. of Voucher and Warrant.	TO WHOM ISSUED.	ON WHAT ACCOUNT	AMOUNT.
Nov. 1	5386	W. D. Christy	Paid for two day's services cavassing vote.....	\$ 6 00
2	5403	Western Union Tel. Co....	Paid for official telegrams.....	46 46
3	5411	C. H. Ward	Paid for carpet-sweeper and varnish, &c	7 25
3	5413	Des Moines Coal Co.....	Paid for bill of coal to date.....	953 85
4	5420	R. McNulty.....	Paid for towels and making same.....	2 05
Total expenditures for two years ending November 4, 1871.....				\$22282 89

5TH—ESTIMATED RECEIPTS.

For the two fiscal years commencing November 6th, 1871, and ending the first Monday in November, 1873, based on the actual receipts for the last two years:

General Revenue—

From State taxes, based on 2 mill levy	\$1500000 00
From interest on delinquent taxes	60000 00
From Insane dues from counties	200000 00
From peddlers' licenses	500 00
From sale of laws	2000 00
From railroad taxes	100000 00
From insurance companies for taxes	50000 00
From insurance companies for fees	32000 00
From United States on W. & D. fund	25000 00
From Secretary of State for fees	2500 00
From Register of State Land office for fees	400 00
Total estimated receipts	\$1972400 00

6TH—ESTIMATED EXPENDITURES.

For the two fiscal years commencing November 6th, 1871, and ending the first Monday in November, 1873, exclusive of extraordinary appropriations for special purposes; also, amounts of appropriations undrawn, and estimated appropriations required to pay salaries and other expenses until April 1st, 1874.

ACCOUNTS.	Estimated ex- penditures.	Amount appro- priated and un- drawn.	Amount of ap- propriation re- quired to pay to April 1, 1874
Adjutant-General's salary	\$ 4000 00	\$ 1233 64	\$ 4000 00
Adjutant-Gen'l's conting't fund	2400 00	519 10	2400 00
Attorney-General's salary	3000 00	766 90	3000 00
Attorney-General's per diem . .	3000 00	.....	.....
Auditor of State's salary	4400 00	951 88	4400 00
Auditor of State's d'pty's salary	2400 00	550 00	2400 00
Auditor of State's conting't f'd	3000 00	496 54	3000 00
Circuit Judge's salaries	64125 00	31595 00	64125 00
District Judge's salaries	52800 00	16795 22	52800 00

ESTIMATED EXPENDITURES—CONTINUED.

ACCOUNTS	Estimated ex- penditures.	Amount ap- propriated and un- drawn.	Amount of ap- propriation re- quired to pay to April 1, 1874.
District Attorneys' salaries . . .	\$ 14400 00	\$ 4651 33	\$ 14400 00
Fourteenth General Assembly.	135000 00	.....	.....
Governor's salary & house rent	7200 00	1523 18	7200 00
Governor's contingent fund . . .	3000 00	99 33	3000 00
Governor's private secy's salary	2400 00	500 65	2400 00
Janitor and Night Watch	7000 00	2179 97	7000 00
Register of State Land Office, salary	4400 00	931 34	4400 00
Register of State Land Office, Deputy's salary	2400 00	500 00	2400 00
Supt. Ag. Col. & Farin, salary	2000 00	.....	2000 00
Secretary of State's salary	4400 00	930 00	4400 00
Secretary of State's Deputy, salary	2400 00	500 00	2400 00
Secretary of State's Contingent Fund	2000 00	1817 09	182 91
State Treasurer's salary	4400 00	912 33	4400 00
State Trea's Deputy, salary	2400 00	482 27	2417 73
State Trea's. Contingent Fund	2000 00	145 28	2271 72
State Sup't. of Weights and Measures salary	100 00	.....	.....
Sup't. of Pub. Ins't. salary	4400 00	943 91	4400 00
Sup't. of Pub. Ins't., Deputy's salary	2400 00	475 00	2400 00
Supreme Judge's salaries	22775 00	8166 23	22775 00
Supreme Court Cong't. Fund..	7000 00	1926 40	7000 00
General Contingent Fund	20000 00	4699 26	20000 00
Agricultural Societies	35000 00	.....	.....
Ag. Col. Board, Mileage	3000 00	.....	.....
Arrest of Fugitives	6000 00	.....	.....
Blind Asylum (support.)	16000 00	2000 00	16000 00
Blind Asylum (pupilage.)	35000 00	.....	.....
Blind Asylum (clothing account	1000 00	.....	.....
Commissioners to Washington.	5000 00	.....	.....
Deaf and Dumb Inst. (support.)	16000 00	2000 00	16000 000
Deaf and Dumb Inst. (pupilage)	30000 00	.....	.....
Deaf and Dumb Inst. (clothing)	500 00	.....	.....
First Iowa Cavalry claims	1000 00	.....	.....
Gray uniform claims	500 00	.....	.....
Hospital for Insane (Co. dues).	250000 00	.....	.....

ESTIMATED EXPENDITURES—CONTINUED.

ACCOUNTS.	Estimated ex- penditures.	Amount appro- priated and un- drawn.	Amount of ap- propriation re- quired to pay to April 1, 1874.
Hospital for Insane (Trustees expenses).....	\$ 2500 00	.....	.....
Hospital for Insane (State dues)	20000 00	.....	.....
Iowa Soldier's Orphan's Home (support).....	190000 00	.....	.....
Iowa Soldier's Orphan's Home (Trustees mileage).....	3000 00	.....	.....
Interest on war bonds.....	42000 00	\$12574 52	\$ 42000 00
Interest on school fund loans...	40000 00	12467 36	40000 00
Presidential election returns ..	2000 00	.....	.....
Permanent school fund costs...	300 00	.....	.....
Penitentiary (general support..	2000 00	.....	.....
Penitentiary (guards' pay)....	25000 00	.....	.....
Penitentiary (expenses of Cen- sus Board).....	100 00	.....	.....
Penitentiary (visitor).....	50 00	.....	.....
Penitentiary (Clerk's salary)..	1500 00	.....	.....
Penitentiary (Chaplain's salary)	1200 00	.....	.....
Penitentiary (Physician's sal'y)	1200 00	.....	.....
Penitentiary (Wardens' Salary)	3000 00	.....	.....
Penitentiary (Deputy Warden's Salary)	2000 00	.....	.....
Publishing laws in newspapers	75000 00	.....	.....
Quarter-master Gen's expenses	1500 00	.....	.....
Rewards for criminals.....	1000 00	.....	.....
School Journal	250 00	.....	.....
Special appropriations.....	5000 00	.....	.....
Swamp lands.....	100 00	.....	.....
State Reform School (support)	30000 00	.....	.....
State Reform School (Trustee's milage	1300 00	.....	.....
State binding.....	18000 00	.....	.....
State printing.....	25000 00	.....	.....
State University (Trustee's mil- age	2000 00	.....	.....
Stationery	35000 00	.....	.....
Supreme Court Reports.....	12000 00	.....	.....
Teacher's Institutes.....	9000 00	.....	.....
War and Defense Fund.....	300 00	.....	.....
Total estimated expenditures	\$1341500 00	.....	.....

7TH—WARRANTS—REVENUE.

Amount of warrants outstanding, Oct 30th, 1869.....	\$	27498	92
Amount issued during the two years ending November			
4, 1871.....		1973256	88
Total.....	\$	2000755	80
Deduct amount redeemed during the two years.....		1973934	33
Leaves outstanding Nov. 4, 1871.....	\$	26821	47

8TH--WAR AND DEFENCE WARRANTS.

Amount of warrants outstanding Oct. 30, 1869.....	\$	142	63
(None issued since Nov. 2, 1867.)			
Amount redeemed during the two years ending			
Nov. 4, 1871.....		7	20
Leaves outstanding Nov. 4, 1871.....	\$	135	43

9TH—DES MOINES RIVER LAND CLAIM WARRANTS. (SPECIAL FUND CREATED BY CHAPTER 22, ACTS OF 1866, AND CHAPTER 86, ACTS OF 1868.

Amount of warrants outstanding Oct. 30, 1869.....	\$	3225	00
Amount issued during the two years ending November			
4, 1871.....		118	55
Total.....	\$	3343	55
Amount redeemed during the two years ending Nov.			
4, 1871.....		3343	55
Leaves outstanding Nov. 1, 1871.....			None

10TH—DISBURSEMENT OF AUDITOR OF STATE'S CONTINGENT FUND.

There has been paid out of this fund for services rendered and expenses paid as follows :

To Samuel A. Ayres, Deputy Auditor, from November 1st, 1869, to April 15th 1870.....	\$ 517 00
To W. D. Christy, Clerk from November 1, 1869, to November 1, 1871.....	1889 00
To T. R. Dowe, extra clerk.....	168 00
To E. A. Parker, extra clerk.....	26 00
To Mrs. Geo. J. North, extra clerk.....	99 00
To John C. Merrill extra clerk.....	8 00
Total.....	<u>\$2707 00</u>

Also, paid Samuel A. Ayres, Deputy Auditor of State, for expenses in visiting sundry counties at different times, as per vouchers on file, to settle and adjust their school fund accounts, in accordance with section 21, chapter 122, Acts of 1870.....	151 70
Paid K. W. Wheeler, County Auditor of Clinton Co., for abstracts of sales of school lands.....	6 00
Total.....	<u>\$ 157 70</u>

11TH—HOSPITAL FOR THE INSANE AT MT. PLEASANT.

The Superintendent has certified to this office, quarterly, the amount due from each county, on account of board and clothing, under section 1487, Revision of 1860, and section 45, chapter 109, Acts of 1870, which amounts, during the two years ending November 4th, 1871, in the aggregate to.....	\$ 176268 87
Also, for balance due Hospital October 30, 1869.....	2366 54
Total.....	<u>\$ 178635 41</u>

Under section 1476, Revision of 1860, and section 10, chapter 109, Acts of 1870, Auditors' warrants have been issued to the Treasurer of the Hospital during the two years ending November 4th, 1871, amounting in the aggregate to.....	\$ 185000 00
Under the provisions of section 25, chapter 109, Acts of 1870, the Superintendent has certified that Polk county was entitled to a credit of.....	*1560 08
Total	\$ 186560 08.
Showing a balance overdrawn, or deficiency of.....	\$ 7924 67

11½—PROVIDENTIAL CONTINGENCIES.

Chapter 122, section 26, act of 1870, appropriates for the purpose of providing for contingencies growing out of fire or providential occurrences the sum of..	\$10000 00
There has been drawn on this fund warrants amounting in the aggregate to.....	1903 00
Leaving unexpended.....	\$8097 00

These warrants were drawn to pay for repairing damages to roof on State Arsenal, caused by the high wind and storm in April, 1871, as follows :

May 15, 1871, Lyman Bridger's bill for slate and nails	\$ 79 25
May 15, 1871, Chambers & Bro's bill for lumber....	101 88
May 15, 1871, E. M. Smith, carpenter work—18 days	54 00
May 15, 1871, Howell & Seeburger, cut and clinch nails.....	14 00
May 15, 1871, Frank Sturges & Co., slating, nails and express charges.....	8 50
May 15, 1871, Henry Hanson, stripping, cleaning and relaying 24 squares of slate, \$8½.....	204 00

* This amount has been credited to Polk county and debited to the Hospital for Insane.

May 15, 1871, C. R. I. & P. R. R., freight on slate..\$	21 50
May 15, 1871, drayage on slate.....	1 65
May 15, 1871, telegrams.....	11 60
May 15, 1871, J. C. Farrand, for superintending.....	50 00
May 15, 1871, Henry Hansons, slater, 3 days extra..	18 00
May 15, 1871, Laborers, 5 day's cleaning up, etc....	8 75
May 15, 1871, W. R. Ray, iron cornice, gutters, etc..	202 90
May 29, 1871, Wm. Montgomery, lightning rod.....	58 00
June 2, 1871, S. A. Robertson, brick and mason work	43 30
June 2, 1871, Waldron Bros., repairs of windows and doors	190 68
June 2, 1871, T. T. Morris, mason work and plastering	313 40
June 2, 1871, Chambers Bros' lumber bill.....	26 80
June 2, 1871, Frank Fix, labor 11 and 2-seventh days	19 50
June 2, 1871, laborers as per vouchers.....	86 19
June 2, 1871, mason's trowel.....	1 50
June 2, 1871, T. T. Morris' bill of sundries for repair- ing brick work.....	55 00
June 2, 1871, J. C. Farrand, superintending.....	75 00
July 3, 1871, F. Olmsted, painting, varnishing, etc...	195 60
July 6, 1871, Laborers as per vouchers.....	35 00
July 6, 1871, Carpenter bill.....	27 00
Total.....\$	1903 00

12TH—STATEMENT A.

Showing the balances on the Books of this office due from the several Counties on account of State Revenue, Insane Hospital dues, and Blind Asylum and Deaf and Dumb Institution clothing accounts on the 4th day of November, 1871, not including old balances due from ex-Treasurers as shown in Statement "B."

COUNTIES.	State Revenue.	Insane Hospital	Blind Asylum clothing account.	Deaf & Dumb Institution clothing account.
Adair	\$ 1670 09	.....	.....	.....
Adams	1620 59	\$ 115 15	\$ 32 16	.....
Allamakee	7731 10	2790 19	.....	.....
Appanoose	3268 47	2003 72	86 65	.....
Audubon	3439 49	.....	.....	.....
Benton	1864 76	3949 78	328 37	\$ 5 25
Black Hawk	3626 05	701 53	.....	10 71
Boone	8390 87	146 04	.....	.....
Bremer	2144 84	746 63	.....	.....
Buchannn	1417 49	451 06	.....	.....
Buena Vista	897 05	.....	.....	.....
Butler	4168 48	1232 87	.....	.....
Calhoun	2631 61	101 65	.....	.....
Carroll	2966 87	.....	.....	.....
Cass	3098 68	.....	.....	.....
Cedar	1843 15	1405 07	.....	6 80
Cerro Gordo	2364 24	331 57	.....	6 65
Cherokee	414 14	44 15	.....	.....
Chickasaw	2786 95	183 40	22 50	.....
Clarke	4514 45	472 87	.....	.....
Clay	928 82	.....	5 50	.....
Clayton	6614 46	1345 26	60 90	.....
Clinton	1471 33	3366 75	96 39	3 00
Crawford	1578 51	378 44	.....	.....
Dallas	3980 49	265 96	5 90	.....
Davis	4663 83	1539 02	18 94	5 00
Decatur	4656 81	2183 39	1 05	25 20
Delaware	1995 44	1060 50	.....	.....
Des Moines	3179 99	2642 38	.....	.....
Dickinson	360 82	.....	39 88	.....
Dubuque	18703 89	7970 21	41 32	17 15

STATEMENT A—CONTINUED.

COUNTIES.	State Revenue.	Insane Hospit ^l	Blind Asylum clothing ac- count.	Deaf & Dumb Institution clothing ac- count.
Emmett	\$ 444 66	.....	.....	.....
Fayette	6852 89	\$ 254 42	\$ 85 10	.....
Floyd	1289 75	329 45	.....	.....
Franklin	3953 41	725 36	.....	.....
Fremont.....	2063 48	1174 84	.....	.....
Greene.....	2712 30	983 98	.....	\$ 29 00
Grundy	4885 50	22 94	.....	.....
Guthrie	4638 47	733 38	.....	.....
Hamilton	2612 62	111 46	.....	.....
Hancock	530 82	.....	.....	.....
Hardin.....	1497 95	.....	.....	.....
Harrison	3707 16	963 40	.....	.....
Henry	2031 71	1355 10	.....	.....
Howard.....	3432 48	.....	.....	.....
Humboldt.....	1840 75	245 09	.....	.....
Ida.....	2099 05	.....	.....	.....
Iowa.....	3743 04	1020 08	.....	5 23
Jackson.....	4955 38	1929 31	57 01	.....
Jasper.....	5408 71	2020 55	96 00	.....
Jefferson.....	1219 76	4603 72	.....	.....
Johnson....	2593 63	485 55	38 95	.....
Jones.....	8565 49	1280 29	28 89	10 26
Keokuk.....	3407 13	2627 51	2 30	50 90
Kossuth.....	2387 55	.....	.....	.....
Lee.....	7727 60	7604 29	34 50	.....
Linn.....	2443 47	616 19	283 15	3 75
Louisa.....	4477 98	869 71	119 50	.....
Lucas.....	968 16	617 16	.....	.....
Madison.....	6975 79	1750 77	.....	.....
Mahaska.....	4986 41	547 97	.....	.....
Marion.....	4240 51	1460 53	196 50	.....
Marshall.....	3260 04	902 25	59 05	.....
Mills.....	388 01	5333 95	.....	.....
Mitchell.....	2146 46	.....	.....	.....
Monona.....	2340 75	913 17	.....	.....
Monroe.....	4630 82	883 18	.....	.....
Montgomery.....	2492 31	72 81	.....	.....
Muscatine	4334 78	790 99	.....	.....
*O'Brien	315 89	120 91	.....	.....

* The State tax of 1869 has not been changed to O'Brien county, no report of the valuation and tax having been received.

STATEMENT A—CONTINUED.

COUNTIES.	State Revenue.	Insane Hospital	Blind Asylum Clothing ac- count.	Deaf & Dumb Institution clothing ac- count.
Page	\$ 921 00	.....	.....	.....
Palo Alto	1887 57	.....	.....	.....
Plymouth	955 26	.....	.....	.....
Pocahontas	1785 50	\$ 349 63	.....	.....
Polk	12318 90	9642 88	.....	.....
Pottawattamie	9596 14	1179 73	.....	.....
Poweshiek	1920 22	660 11	.....	.....
Ringgold	4048 77	99 96	.....	.....
Sac	3185 02	.....	.....	.....
Scott	3258 88	2061 08	.....	\$ 4 65
Shelby	4009 03	272 38	.....	.....
Sioux	1573 47	.....	.....	.....
Story	4393 87	327 12	.....	.....
Tama	5233 10	948 00	.....	.....
Taylor	4679 04	2231 23	.....	.....
Union	1706 92	118 79	.....	.....
Van Buren	4211 51	2407 29	.....	.....
Wapello	1633 44	1564 93	\$ 14 80	11 55
Warren	6668 90	801 86	.....	.....
Washington	15856 72	3987 45	.....	.....
Wayne	4134 68	2439 94	.....	.....
Webster	4880 97	1071 62	.....	.....
Winnebago	2727 38	.....	.....	.....
Winneshiek	2059 79	1470 74	.....	11 10
Woodbury	6625 33	1365 16	.....	.....
Worth	1870 41	90 27	.....	.....
Wright	2202 34	86 51	.....	.....
Total	\$ 346940 54	\$ 111954 58	1705 31	206 20
Deduct for amount over- paid by Carroll Co— Insane	\$ 57.97	.....	.....	.....
Hardin Co—Ins. 439.83	.....	.....	.....	.....
Howard “—Ins. 109.64	.....	.....	.....	.....
Mitchell “—Ins. 166.03	.....	.....	.....	.....
Page... “—Ins 2783.70	.....	3557 17	.....	.....
Total	\$ 346940 54	\$ 108397 41	1705 31	206 20

RECAPITULATION.

State revenue due from counties.....	\$ 346940 54
Insane Hospital, due from counties.....	108397 41
Deaf and Dumb, clothing account due from counties..	206 20
Blind Asylum, clothing account, due from counties....	1705 31
<hr/>	
Total amount due from counties.....	\$ 457249 46

18TH STATEMENT—B.

Showing the balances due from Ex-County Treasurers whose accounts have been adjusted, on November 4th, 1871.

Adair county, S. W. Armstrong, Treasurer.,.....	\$ 39 00
Allamakee county, Topliff, Treasurer (in judgment)	3884 09
Audubon county, Revenue, N. Hamlin, Tr., (in suit)	733 25
Audubon county, Federal, N. Hamlin, Tr., (in suit)..	291 31
Bremer county, Norris, Tr., (in suit).....	2086 73
Buena Vista county, H. Sanderson, Tr., reported stolen in July, 1870.....	62 07
Dubuque county, O'Brien and Mahoney, Tr's.,.....	7377 89
Franklin county. Miller, Tr.,.....	338 84
Fremont county, Biggs, Tr., (in judgment).....	1104 56
Hardin county, Pardee, Tr.,.....	100 00
Hardin county, J. D. Gourley, Treasurer reported stolen, Federal Revenue, \$255 23; State Revenue \$1951 30.....	2206 53
Harrison county, A. W. Ford, Tr., reported stolen in February, 1868.....	2862 66
Howard county, M. M. Moon, Tr., reported stolen in March, 1868.....	1121 79
Jasper county, Hammer, Tr.,.....	6435 48
Lucas county, Edginton, Tr.,.....	1623 67
Marion county, W. T. Cunningham, Tr., reports stolen in February, 1867.....	3794 34

Monona county, Wm. Burton, Tr.,.....\$	969 07
Page county, Conner, Tr.,.....	696 32
Polk county, S. M. Dyer, Tr.,.....	500 00
Shelby county, Wyland, Tr.,.....	37 45
Sioux county, A. J. Brown, Tr.,.....	1607 38
Taylor county, E. Rose, Tr., deficiency on Tax, 1868	593 22
Total,	<hr/> \$38465 65

REMARKS RELATING TO THE FOREGOING STATEMENT OF BALANCES DUE FROM EX-COUNTY TREASURERS.

ADAIR COUNTY.

This small balance was cash in hands of ex Treasurer Armstrong, when he went out of office in January, 1862. He is now deceased, and the county should pay the amount.

ALLAMAKEE COUNTY.

This deficiency occurred in 1859, and the County Auditor writes in 1869 that judgment had been obtained against ex-Treas. Topliff, for \$5,000, two-thirds of which would be applied to the liquidation of amounts due the several funds. Since then the County Auditor has informed me that the Board of Supervisors had applied the whole amount to local funds, not giving any to State fund.

AUDUBON COUNTY.

The Auditor writes, August 10th, 1871, that the suit *vs.* N. Hamlin, ex-Treasurer, is still pending—the matter having been referred to the referee the second time, and no report from him yet.

BREMER COUNTY.

The County Auditor writes, August 9th, 1871, "that this amount was stolen from ex-Treasurer W. W. Norris, in January, 1862. Suit was commenced against ex-Treasurer Norris, in Bremer county, and a change of venue taken to Blackhawk county, where the case was

continued from term to term until about a year ago, when defendant's attorney asked and obtained a dismissal of the case. The county, through some misunderstanding, had no attorney in attendance at that term of court." I have advised the Board of Supervisors, through the County Auditor, to levy a tax to make good the deficiency.

DUBUQUE COUNTY.

The amount due from this county was compromised by the county agreeing to pay \$10,000 from the railroad tax due said county as it becomes due. Already \$4,149.97 has been retained by the State Treasurer, and placed to the credit of said county.

FRANKLIN COUNTY.

No report received from this county relative to the balance due from ex-Treasurer Miller.

FREMONT COUNTY.

This deficiency occurred in 1862. The County Auditor writes Oct. 3, 1871, that the county made a compromise with ex-Treasurer Biggs—took a mortgage on some land for security—had the land sold, bid in a part and will probably realize about one-half or more. I have written to the County Auditor that the Board of Supervisors should pay up the judgment in full.

HARDIN COUNTY.

The balance of \$100 was erroneously credited to ex-Treasurer Pardee in 1862, when it should have been credited to his successor, Treasurer Cusac.

The balance of \$2,206.53 reported stolen still remains unsettled.

Chapter 41, acts of 1868, provides that this balance may be credited to the county upon a satisfactory showing to the Auditor of State. As yet no showing has been made by the county.

HARRISON COUNTY.

The County Auditor writes, August 9, 1871, that this amount was

stolen by "Mike" Rogers and his gang, and the county lost some \$11,000 in money.

HOWARD COUNTY.

The County Auditor writes, August 12, 1871, that no discovery has yet been made of the robbers, and the county will probably petition the Legislature to have the amount rebated.

JASPER COUNTY.

The County Clerk, under date of November 2d, 1867, to my predecessor, which is the latest advice received, says : "In 1863 two suits were commenced by State *vs.* ex-Treasurer Hammer and sureties, and also two in favor of county. About 1st January, 1867, all the causes were settled by stipulation between W. H. Seevers and H. S. Winslow, attorneys for plaintiffs, and Elisha Hammer, defendant—defendant paying \$500, and giving his note for \$1500." Auditor does not know how the attorneys intended the \$2,000 to be applied, whether on county or State Fund. This deficiency occurred during the years 1860 and 1861.

LUCAS COUNTY.

The County Auditor writes, August 11, 1871 : "We think we have good security for the amount of the defalcation of ex-Treasurer E. W. Edginton, and will not have to levy any additional tax.

MARION COUNTY.

No report received from the County Auditor lately relative to the amount reported stolen in 1867. In 1869 the County Auditor wrote to my predecessor that no suit had been commenced against the ex-treasurer, and probably there would not be any.

MONONA COUNTY.

This deficiency occurred in 1859. In 1864 the Legislature passed a resolution (No. 20,) instructing the Auditor of State to credit the

county with \$319.41, provided said county should first pay into the State Treasury the balance, \$649.66; but as the county has not paid the amount in, the balance remains the same.

PAGE COUNTY.

This deficiency arose in 1857, in this way: the amount of levy for 1857, made by the State Board of Equalization, which was two mills, was not known or received by the county authorities as alleged by them, until some time after the tax list was made out, and the county only levied $1\frac{1}{2}$ mills; the deficit is due from the county and not from Conner ex-treasurer.

POLK COUNTY.

The deficiency of \$4,281.28, reported by my predecessor as due from this county, has been settled by the State Census Board, taking real estate in Des Moines, valued at \$3000, and ex-Treasurer Dyer's note with security for \$500.

SHELBY COUNTY.

The County Auditor writes, August 11th, 1871, that this balance occurred in 1858 or 1859, and thinks that the error has arisen through neglect of the County Judge to keep the proper accounts with ex-Treasurer Wyland.

SIOUX COUNTY.

This defalcation occurred in 1868, and the balance, \$1,607.38, the county should levy a tax to pay.

TAYLOR COUNTY.

This deficiency arose by the failure of the county to add the twenty-five per cent. increase to the valuation of 1868, ordered by the State Census Board in 1867. This was clearly an unintended omission on the part of the county, and I have advised them to levy a tax of one-fourth mill to pay the same.

Dallas	880588	6.83	6.83	2590098	240380	.....	2889428	2889428	.....	8819655	8819655	7639 81
Davis	820473	7.89	7.89	2529298	162034	.....	2691832	2691832	.....	8975157	8975157	7950 81
Decatur	941026	4.82	4.75	1475980	108462	10	1584442	1742886	.....	2467511	2467511	4985 02
Delaware	834418	8.00	8.80	2675172	802021	10	2977198	3274912	.....	4196773	4196773	8898 54
Des Moines	254127	14.09	13.39	8580888	2548752	.....	6129090	5822686	5	7968990	7968990	15927 98
Dickinson	121902	2.64	2.64	821688	.....	.....	821688	321688	.....	867979	867979	735 96
Dubuque	873677	6.67	8.33	2492165	8761973	*25	6253958	6925094	.....	9542775	9542775	19085 55
Emmet	202596	5.05	3.87	1022835	14498	.....	1087833	691556	83 1/3	748145	748145	1496 29
Fayette	463953	5.10	6.37	2365551	190536	25	2556087	3195108	.....	3979726	3979726	7959 45
Floyd	818664	5.64	5.92	1769532	350513	5	2120045	2226047	.....	2685192	2685192	5370 88
Franklin	370220	4.80	4.30	1593572	42544	.....	1636116	1636116	.....	3265651	3265651	6531 30
Fremont	816288	8.41	8.41	2659769	291010	.....	2950779	2950779	.....	3800076	3800076	7600 15
Greene	365040	7.03	6.33	2568027	164331	.....	2732358	2459123	10	2734062	2734062	5468 00
Grundy	323361	4.99	5.48	1612673	7350	10	1620023	1782025	.....	2023230	2023230	4046 46
Guthrie	386058	5.34	5.87	2062892	117790	10	2180682	2398750	.....	2846695	2846695	5693 39
Hamilton	849000	4.07	4.88	1419768	196708	20	1616476	1939771	.....	2240537	2240537	4481 07
Hancock	367025	2.50	2.50	919415	6355	.....	925770	925770	.....	957992	957992	1915 98
Hardin	356397	5.38	5.91	1917245	326349	10	2243594	2467953	.....	3021944	3021944	6043 89
Harrison	413508	5.69	6.25	2354329	250111	10	2604440	2864884	.....	3764489	3764489	7528 98
Henry	261741	10.74	11.28	2810475	861990	5	3672465	3856088	.....	5508024	5508024	11016 05
Howard	299333	4.36	4.86	1305504	109471	.....	1414975	1414975	.....	1707634	1707634	3415 27
Humboldt	210390	4.89	4.89	1028030	49602	.....	1077632	1077632	.....	1156192	1156192	2312 38
Ida	260405	3.00	3.00	781215	.....	.....	781215	781215	.....	796188	796188	1592 38
Iowa	370406	6.31	7.89	2339186	225540	25	2564726	3205907	.....	4805514	4805514	8611 03
Jackson	402245	6.62	8.27	2663823	573085	25	3236908	4046135	.....	5264504	5264504	10629 01
Jasper	450890	7.92	8.32	3569955	486861	5	4076816	4259656	.....	5951851	5951851	11903 70
Jefferson	274399	8.58	10.29	2353394	291169	20	2644563	3173475	.....	4188525	4188525	8377 05
Johnson	390262	10.43	10.95	4070450	1039485	5	5109935	5365431	.....	6775109	6775109	13550 22
Jones	356697	8.52	9.37	3040187	377413	10	3417600	3759860	.....	4943633	4943633	9887 27
Keokuk	364298	7.14	7.14	2600517	190856	.....	2791373	2791373	.....	3982393	3982393	7964 79
Kossuth	259268	5.40	3.60	1401012	39741	...	1440753	960502	33 1/3	1036869	1036869	2072 74
Lee	320943	8.96	9.85	2877875	3236176	+10	6113551	6466030	.....	9213027	9213027	18426 05
Linn	449644	10.60	11.92	4768753	1387575	12 1/2	6156328	6925869	.....	8593545	8593545	17187 09
Louisa	251536	7.33	9.16	1844267	180128	25	2024395	2530493	.....	3770141	3770141	7540 28
Lucas	276100	6.25	7.03	1726287	306169	12 1/2	2032456	2274013	.....	2936927	2936927	5873 85
Lyon	241257	2.00	2.00	482515	.....	.....	482515	482515	.....	491710	491710	1983 42

•Except city of Dubuque. †Except city of Keokuk. ‡Attached to Woodbury county for revenue purposes.

STATEMENT "C"—CONTINUED.

COUNTIES.	Acres of Land	Reported val. per acre.	Equalized val. per acre	Reported val. of Lands.	Reported val. of Town Lots.	Increase per cent.	Decrease per cent.	Reported val. of Land and Town Lots.	Equalized value of Lands and Town Lots.	Personalty Value.	Reported total value.	Equalized total value.	State tax at two (2) mills
Madison...	361280	\$7.00	\$7.70	\$2530347	\$	10	...	\$	3077880	\$	3926978	\$	\$ 8413 57
Mahaska.....	359298	9.21	10.13	3308563	267726	10	...	3872925	4260217	1569244	5442169	5829461	11658 92
Marion.....	359593	8.15	8.96	2930891	440379	10	...	3371270	3708397	1429680	4800950	5138077	10276 15
Marshall.....	362043	6.73	8.41	2438041	645168	25	...	3083209	3854011	753500	3836709	4607511	9215 02
Mills.....	297891	7.73	7.73	2302029	201838	...	...	2503867	2503867	1013114	3516981	8516981	7033 96
Mitchell.....	294624	6.76	6.09	1993339	210555	...	10	2203894	1983505	887883	2591777	2371388	4742 78
Monona.....	416587	3.57	4.10	1488861	122277	15	...	1611188	1852808	193996	1805134	2046804	4093 61
Monroe.....	275492	7.22	7.22	1988728	302051	...	...	2290779	2290779	911595	3202374	3202374	6404 75
Montgomery...	262543	6.71	6.71	1761662	868614	...	...	2130276	2130276	414110	2544386	2544386	5088 77
Muscatine..	274166	10.26	12.31	2814204	1505916	20	...	4320120	5184144	1682626	6002746	6866770	13733 54
O'Brien.....	161862	4.99	2.49	808917	...	...	50	808917	404458	48040	856957	452498	904 99
Osceola.....	32050	2.00	2.00	64100	...	...	...	64100	64100	...	64100	64100	128 20
Page.....	330639	6.38	6.38	2109592	186068	...	...	2295650	2295650	784356	3080006	3080006	6160 01
Palo Alto....	201020	3.00	3.00	603062	900	...	...	603062	603062	44062	648024	648024	1296 05
Plymouth.....	409812	3.00	3.00	1229436	55420	...	...	1284856	1284856	77832	1362688	1362688	2725 38
Pocahontas...	309398	3.24	3.24	1001337	6914	...	...	1008251	1008251	49740	1057991	1057991	2115 98
Polk.....	360864	10.38	10.38	3745793	2872398	...	...	6618686	6618686	1606586	8225222	8225222	16450 44
Pottawattamie...	582190	7.19	7.19	4185792	3176884	...	...	7362676	7362676	1300454	8663180	8663180	17326 26
Poweshiek.....	370754	7.91	9.09	2931295	304953	15	...	8236248	8721685	996043	4232291	4717728	9435 46
Ringgold.....	336000	5.88	5.88	1975202	57169	...	...	2032371	2032371	355286	2387657	2387657	4775 31
Sac.....	350843	5.13	3.43	1800026	12850	...	83 1/3	1812876	1208584	46294	1859170	1254878	2509 76
Scott.....	284104	13.37	13.37	3799056	2908745	...	...	6707801	6707801	2080007	8787808	8787808	17575 62
Shelby.....	365159	5.36	5.36	1957237	17749	...	...	1974986	1974986	170993	2145979	2145979	4291 96
Sioux.....	281649	3.50	2.80	985772	1250	...	20	987022	789618	35826	1023848	825444	1650 89
Story.....	362767	6.55	6.55	2375815	147080	...	...	2522845	2522845	414227	2987072	2987072	5874 14
Tama.....	456654	8.14	8.14	3719988	377508	...	...	4097491	4097491	1147174	5244665	5244665	10489 33
Taylor.....	329312	6.75	6.08	2222699	65391	...	10	2288090	2059281	423728	2711818	2489009	4966 02
Union.....	272876	5.32	5.98	1448784	183978	12 1/2	...	1632762	1830857	445234	2077996	2282091	4564 18
Van Buren...	800480	10.89	10.89	8327271	540583	...	...	8813854	8813854	1598359	5406713	5406713	10813 43

Wapello	271959	9.19	10 10	3500687	1280050	10	. . . .	3780687	4158755	1085686	5466873	5844441	1168888
Warren	360955	8.84	8.84	3191773	239118	. . . .	. . . .	3430891	8430891	1290749	4721640	4721640	944828
Washington	360995	10.09	10.09	8644440	407124	. . . .	. . . .	4051564	4051564	1519592	5571156	5571156	1114281
Wayne	324129	6.19	6.19	2006543	61289	. . . .	. . . .	3067832	2067832	610111	2677943	2677943	535589
Webster	446589	5.89	6.19	2408996	384893	15	. . . .	2793889	3212972	411671	8205560	8205560	724929
Winnebago.	223500	2.40	2.40	536450	650	. . . .	. . . .	537100	537100	84691	571791	571791	114353
Winnesiek	473242	5.57	6.26	2637610	362643	12 1/2	. . . .	3000253	3375284	939249	3989502	4314533	862907
Woodbury	519705	3.26	3.91	1693363	952502	20	. . . .	2645865	3175088	396980	3042845	8572018	714404
Worth	250396	3.30	3.30	826813	20181	. . . .	. . . .	846994	846994	141263	988257	988257	197651
Wright	363686	2.76	2.76	1002271	15371	. . . .	. . . .	1017642	1017642	93349	1110991	1110991	222198
Totals	33018604	. . . . .	. . . . .	2213440401	245224943	. . . . .	. . . . .	2258665344	273836469	275201885	2333867229	2348642728	269728542

† Attached to Woodbury county for revenue purposes.

15TH.—STATEMENT "D."

Showing the amount of State and local taxes levied in the several counties for the year 1870, as returned to the Auditor of State by the County Auditors in compliance with section 748, Revision of 1860.

COUNTIES.	State Tax (2 mills.)	County Tax.	Insane Hos. pital Tax.	County School Tax.	District School Tax.	Bridges Tax.	Pauper Tax.	Road Tax.	Special Tax.	Bond Tax.	Corporation Tax.	Railroad Aid Tax.	Total Tax.
Adair	4339 17	8078 24	\$ 207 62	2169 86	\$ 26788 79	\$ 4839 17	.....	4282 80	.....	.....	.....	.....	\$ 50498 03
Adams	2505 42	4941 75	.....	1234 64	11439 07	1229 64	.....	2000 39	.....	.....	.....	.....	28578 53
Allamakee	4927 66	11171 34	1231 89	2463 81	84278 47	7891 48	\$ 1847 84	1104 68	.....	\$ 6159 69	\$ 787 86	\$ 20686 20	92050 79
Appanoose	7131 31	15783 62	.....	3565 65	84390 93	3565 65	1782 82	1742 83	\$ 3565 65	3565 65	1474 61	.....	76568 72
Audubon	2244 50	4489 01	.....	1122 23	11436 36	2244 50	.....	3366 76	.....	.....	.....	.....	24903 96
Benton	9013 33	18026 66	4506 66	4506 66	68368 54	6759 99	.....	3415 23	2253 83	.....	2091 63	.....	119942 08
Black Hawk	8994 56	28960 29	.....	4497 22	59804 61	4497 22	4497 22	3305 21	4497 22	4497 22	5737 07	83615 56	167808 43
Boone	7209 12	21627 37	.....	8604 56	45441 94	3604 56	5406 84	5314 70	12615 96	.....	.....	.....	104825 05
Bremer	4809 81	15084 86	.....	2154 93	33627 29	.....	.....	1304 17	4516 69	.....	.....	.....	61197 25
Buchanan	8303 97	16608 95	.....	4151 99	56497 74	8303 98	.....	3309 28	10879 97	2075 99	1224 08	.....	110855 95
Buena Vista	1732 49	3464 90	.....	2165 61	10383 89	2538 73	.....	1444 55	5197 46	.....	.....	56011 75	26987 72
Butler	4356 50	8713 01	1089 12	4356 50	34670 21	6534 76	.....	2926 78	.....	.....	.....	.....	118658 63
Calhoun	1975 16	4140 56	98 77	1975 16	18463 44	2962 73	.....	2114 80	.....	.....	.....	.....	31780 62
Carroll	3451 06	6902 13	1725 53	3451 06	16195 26	1725 53	.....	3609 44	41673 11	.....	.....	.....	78788 12
Cass	4230 79	6461 66	.....	2115 32	24901 10	6346 17	.....	5136 84	.....	.....	.....	.....	51191 90
Cedar	11101 44	22202 88	2775 37	2775 37	56038 62	8324 57	.....	.....	5550 71	.....	260 76	6545 60	108768 97
Cerro Gordo	8255 38	6710 79	8355 38	8355 38	24898 20	5038 05	.....	3398 48	1677 66	.....	.....	.....	58580 52
Cherokee	1059 76	2119 52	.....	1059 76	12806 21	1589 64	.....	1162 98	.....	.....	.....	.....	19797 87
Chickasaw	3544 28	11636 44	1772 10	1772 12	81778 98	5316 37	.....	2488 74	.....	.....	853 75	11043 66	69706 48
Clarke	4665 48	10156 96	.....	2332 74	27360 75	.....	.....	2296 02	.....	.....	953 59	.....	47765 54
Clay	755 06	5285 40	.....	755 05	7947 15	1182 60	.....	846 47	8234 76	.....	.....	.....	19856 49
Clayton	11219 07	89088 47	.....	5609 52	51733 36	16828 61	.....	1433 59	8414 32	.....	8716 26	79748 60	222891 80
Clinton	15337 48	85131 43	.....	7918 74	81632 60	11878 03	.....	2118 89	.....	.....	17808 85	.....	172825 52
Crawford	3825 80	7661 60	.....	1912 90	24683 53	5738 70	.....	4272 41	1912 90	.....	.....	.....	49987 84
Dallas	7385 14	15764 83	.....	8692 57	42987 79	11077 74	8692 57	3824 76	.....	.....	426 60	.....	88851 50
Davis	7164 52	12967 80	.....	8582 26	20572 54	3582 26	.....	.....	.....	.....	.....	40194 80	87464 18
Decatur	4649 48	9208 97	1162 37	4649 48	27038 42	6911 85	1162 37	1582 12	4649 48	.....	.....	19062 75	79017 29
Delaware	7945 11	15612 47	1986 28	8972 51	89796 89	11917 65	.....	1966 34	.....	.....	3057 20	81736 28	118020 21
Des Moines	15406 43	30812 87	15406 44	7703 22	43956 62	3851 61	.....	653 69	50070 91	.....	.....	.....	167861 79
Dickinson	498 57	997 16	.....	498 57	7913 24	747 86	.....	385 38	.....	.....	.....	.....	11010 78
Dubuque	18760 32	43634 23	4940 99	9880 72	65594 66	20640 97	29640 49	2200 09	19760 32	.....	.....	.....	225058 69
Emmet	580 73	1161 47	.....	580 73	6041 31	871 11	.....	626 86	.....	.....	.....	.....	8862 21
Fayette	6684 18	18328 45	8332 11	8332 09	46554 80	6996 29	.....	2783 51	9996 29	.....	463 51	16012 89	118314 12
Floyd	4779 02	14336 92	.....	2989 57	87005 95	7168 56	2389 56	8263 18	.....	1191 82	1050 2	28980 85	97354 75
Franklin	8015 08	6430 08	370 87	1507 51	7539 59	3522 75	.....	3480 10	.....	.....	.....	.....	25471 87

Fremont.....	5086 07	11973 34	1409 06	2004 33	4111 89	4450 08	.....	2180 27	1406 06	.....	.....	7178580
Greene.....	4033 24	9806 10	.....	2466 62	87809 05	7390 54	.....	0184 90	.....	.....	.....	75561 62
Grundy.....	8051 03	14023 88	.....	3051 00	20440 85	.....	.....	2825 33	.....	.....	.....	51172 15
Guthrie.....	4014 64	9889 12	.....	2457 32	33611 00	7371 85	.....	3014 11	.....	.....	.....	62181 04
Hamilton.....	3514 43	7028 86	.....	1757 21	25052 20	5271 64	.....	8312 04	.....	.....	.....	46886 40
Hancock.....	1904 31	3816 62	.....	954 15	16049 86	862 45	.....	3456 01	.....	.....	.....	30001 55
Hardin.....	5104 50	12439 20	27 17 27	5104 56	45028 20	8241 83	.....	8742 85	27 47 27	.....	.....	88871 92
Harrison.....	6413 37	5054 21	10 3 80	6143 37	40772 35	9005 05	.....	4068 67	.....	.....	.....	78726 75
Henry.....	10346 63	18085 58	.....	5173 40	49215 67	2591 67	.....	780 60	.....	6679 57	5182 82	98006 03
Howard.....	2754 04	5554 52	27 77 20	1388 63	30087 07	4206 23	.....	1875 10	5554 52	1205 11	.....	55402 54
Humboldt.....	1308 24	2606 49	.....	651 62	14367 15	3009 73	.....	1615 34	.....	.....	.....	47136 83
Ida.....	1299 69	2599 40	264 04	2809 68	1953 53	2024 68	.....	1233 57	.....	.....	.....	45045 53
Iowa.....	7838 78	18584 44	8016 89	3016 89	47313 06	11750 66	.....	1471 10	.....	1113 12	.....	175725 05
Jackson.....	9159 53	18319 12	4579 76	4670 76	40193 49	9159 53	.....	3868 97	4579 76	8702 70	78337 77	131123 85
Jasper.....	11460 44	22920 89	5727 93	5727 97	72825 51	17189 95	.....	1010 31	.....	414 72	.....	142059 88
Jefferson.....	7298 01	16845 51	8649 00	3649 00	82424 20	3649 00	.....	2221 84	81705 02	1774 24	16420 52	86259 79
Johnson.....	12680 67	25273 68	6309 10	6309 10	45070 34	9470 11	.....	37950 79	.....	2049 28	.....	169820 59
Jones.....	9292 54	18584 08	4646 27	4646 27	39661 63	.....	.....	1598 87	.....	.....	.....	116830 86
Keokuk.....	7137 78	14275 64	4461 11	3568 89	45900 71	8563 89	.....	2210 56	4903 97	.....	.....	84080 78
Kossuth.....	1654 67	3634 33	.....	827 34	18475 76	2481 98	.....	.....	91126 64	.....	.....	84248 61
Lee.....	18225 28	84451 65	9112 64	9112 64	64353 16	27837 92	.....	.....	.....	.....	.....	255719 93
Linn.....	15612 28	26314 47	.....	7806 16	77766 14	15612 26	.....	.....	.....	.....	112019 46	255130 77
Louisa.....	6271 84	13001 18	3135 91	8135 91	26325 42	4703 88	.....	.....	.....	903 90	31352 80	59820 74
Lucas.....	5122 86	10245 73	5122 86	2561 44	25444 88	5122 86	.....	2038 12	.....	1059 10	.....	56717 85
Madison.....	7480 75	14961 52	.....	3740 38	42100 23	11221 12	.....	2731 21	18701 86	763 45	.....	101700 52
Mahaska.....	1451 61	19380 72	.....	5721 86	57883 93	17 63 68	.....	1980 41	.....	3403 03	.....	118458 14
Marion.....	9138 23	20821 44	2284 55	4569 11	47100 52	6853 66	.....	2973 48	.....	1730 71	85500 70	185601 45
Marshall.....	7409 60	14919 70	7409 28	3704 69	64208 64	11114 66	.....	3375 76	.....	7069 53	.....	126521 36
Mills.....	5717 00	18080 90	1420 25	2858 50	26061 76	.....	.....	3258 04	.....	562 00	.....	57974 45
Mitchell.....	4040 42	20302 10	.....	4060 42	34397 73	6090 61	.....	2314 03	6090 61	.....	.....	83406 55
Monona.....	3576 50	7461 90	597 44	1786 91	20197 71	3575 85	.....	4104 93	.....	701 38	19648 61	61651 23
Monroe.....	6173 38	12346 77	1543 34	3083 69	22778 84	4630 08	.....	1313 38	.....	356 18	.....	52228 64
Montgomery.....	3094 08	6658 13	3084 08	1542 04	22874 44	4026 14	.....	3250 81	.....	.....	.....	48203 80
Montgomey.....	13964 45	33766 01	.....	6982 23	41211 62	10473 84	.....	.....	3084 08	357 41	.....	164048 41
Muscatine.....	865 48	4326 62	.....	865 48	6904 22	432 47	.....	1299 37	.....	.....	.....	14093 64
O'Brien.....	5005 54	10011 12	.....	2502 78	33260 47	12513 90	.....	9776 27	.....	.....	.....	74848 65
Page.....	1007 51	7058 50	.....	1007 54	10267 87	1511 49	.....	1183 81	.....	.....	.....	23078 01
Palo Alto.....	722 96	2715 08	.....	903 70	10572 51	1084 45	.....	1153 52	.....	.....	.....	17697 42
Plymouth.....	1405 85	2811 69	1405 85	702 98	8555 78	4890 46	.....	2109 38	.....	.....	.....	23287 74
Pocahontas.....	15237 27	32504 50	7618 63	7618 63	98958 21	15237 26	.....	3186 53	15237 26	42927 67	76275 87	336467 08
Polk.....	15829 57	23744 33	.....	7914 76	68897 17	7914 76	.....	6371 47	11872 65	.....	.....	166288 99
Pottawattamie.....	7945 89	17409 28	7945 89	7945 89	48634 77	7945 89	.....	2593 38	.....	1851 26	39729 45	142001 70
Poweshiek.....	3039 98	6179 96	.....	3089 93	18143 95	.....	.....	2695 18	.....	.....	.....	33109 05
Ringgold.....	2478 26	5891 44	.....	.....	20975 61	3718 88	.....	3306 55	12396 19	.....	.....	48667 23
Sac.....	17946 93	35893 86	4486 74	17946 93	87474 19	22483 55	.....	1270 46	.....	1546 80	.....	233866 86
Scott.....	3794 37	7812 28	.....	1897 17	18573 43	5091 57	.....	3107 83	.....	.....	.....	35976 15
Shelby.....	1174 72	2349 44	.....	1174 72	5473 60	1762 06	.....	1762 06	.....	.....	.....	17033 41
Sioux.....	5128 47	10256 89	1269 89	2564 23	47319 04	5079 45	.....	4989 67	.....	1983 42	11977 25	90323 87

* This "district school tax" embraces "school-house fund," "teachers' fund," and "school contingent fund tax."

15TH.—STATEMENT "D"—CONTINUED.

COUNTIES.	State Tax. (2 mills.)	County Tax.	Insane Hos- pital Tax.	Co. School Tax.	Dist. School Tax.*	Bridge Tax.	Pauper Tax.	Road Tax.	Special Tax.	Bond Tax.	Corporation Tax.	Railroad aid Tax.	Total Tax.
Tama ..	\$ 8849 68	\$ 17699 28	\$ 2212 40	\$ 4425 19	\$ 49870 38	\$ 8849 68	.....	\$ 4062 44	.....	.....	\$ 1673 76	\$ 19146 46	\$ 116789 27
Taylor ..	4525 68	9051 36	1131 42	2262 84	27131 46	5657 10	.....	3434 36	.....	.....	248 00	.....	53442 22
Union ..	3121 51	6243 02	.....	3121 51	19894 43	4689 14	.....	1855 04	.....	.....	1409 42	.....	39834 97
Van Buren ..	11130 14	19477 75	.....	5565 07	88517 35	5565 07	.....	.....	.....	.....	1472 97	.....	76728 35
Wapello ..	11185 83	22371 68	2786 49	5592 91	50499 14	6991 18	\$ 5692 90	1708 06	.....	\$ 11185 83	22167 16	.....	140091 18
Wairren ..	8729 92	19833 82	.....	4365 88	52965 62	8729 92	.....	2923 65	\$ 18103 92	2187 23	1818 27	20468 86	135177 09
Washington ..	9754 07	21427 10	.....	4881 27	47904 01	4881 28	.....	2429 90	.....	.....	.....	97544 18	188821 91
Wayne ..	4905 29	10642 58	8678 96	4905 29	28453 11	4905 29	4905 29	2374 77	184 55	.....	292 84	.....	60197 47
Webster ..	5783 71	11768 48	2890 84	2300 84	53086 85	2890 84	.....	5722 91	1445 39	5783 71	4434 74	39349 70	135993 01
Winneshago ..	1237 47	9273 70	.....	618 57	8773 39	1854 16	.....	1854 16	3092 08	.....	.....	.....	26703 53
Winneshiek ..	6410 00	14367 54	6410 00	8205 01	40874 69	9615 02	8012 52	1329 46	.....	.....	1350 95	.....	92075 19
Worth ..	15797 50	20091 52	.....	4857 84	32228 55	7331 68	1222 17	3134 13	4387 84	8553 66	14419 45	.....	102654 84
Wright ..	1775 98	3782 95	887 99	1331 99	6540 98	2668 97	.....	1717 68	97 91	.....	.....	.....	18799 45
	2125 35	4250 73	1062 68	1062 68	16886 24	3188 04	.....	2352 37	6376 18	.....	.....	.....	87304 27
Total	\$811207 67	\$1341862 37	\$163133 79	\$848003 83	\$9365468 22	\$618884 11	\$122867 82	\$28187 46	\$303437 85	\$270955 56	\$209589 98	\$1077708 38	\$8761251 99

* This district school tax embraces school-house fund, teachers' fund, and school contingent fund tax.

† This amount embraces the State tax for the unorganized counties of Lyon and Osceola.

The following were the amounts collected in cities organized under special laws, and not included in returns made to county treasurers:

Burlington ..	\$137078 66
Council Bluffs ..	63062 16
Davenport ..	147325 75
Dubuque ..	111805 10
Ft. Madison ..	2000 00
Keokuk ..	77549 75
Lions ..	7681 10
Muscatine ..	46021 25
Total	\$610433 77

This amount added to the foregoing \$3,761,251.99 would make a total of \$9,371,685.76 taxes levied in the State for all purposes for 1870.

10TH—STATEMENT "E."

Showing the number of cattle, horses, mules, sheep, and swine assessed, and the value thereof, in the several counties for the year 1870.

COUNTIES.	Number of Cattle.	Value of Cattle.	Number of Horses.	Value of Horses.	Number of Mules.	Value of Mules.	Number of Sheep.	Value of Sheep.	Number of Swine.	Value of Swine.	Total value.
Adair.....	2547	\$ 47940	1684	\$ 72252	100	\$ 5294	3206	\$ 1603	1233	\$ 3082	\$ 130171
Adams.....	3653	42946	1810	86703	185	9901	4432	2346	1449	3896	145792
Allamakee.....	12406	104404	5582	178021	76	2395	7905	4027	9744	13610	302457
Appanoose.....	14079	238805	6167	834982	557	85632	27642	13951	13568	45013	668388
Audubon.....	1668	31411	680	43240	140	10250	1460	1270	381	2186	88357
Benton.....	16112	174145	9791	891191	458	18380	9913	6411	16053	34804	624931
Blackhawk.....	11690	122526	7909	319303	245	10947	5143	4908	6216	13412	471096
Boone.....	8483	95424	4692	200980	292	14457	6611	4503	5441	8596	323960
Bremer.....	10593	74327	5315	166582	107	3429	5768	3969	4870	3285	251592
Buchanan.....	12830	140900	6666	249833	211	9130	9411	5475	6214	17102	422440
Buena Vista.....	724	10209	229	7921	13	506	163	118	55	170	18924
Butler.....	7235	100281	4616	237214	104	5510	3210	1820	3135	8058	352383
Calhoun.....	1318	23638	524	25036	26	1635	717	433	308	618	51360
Carroll.....	990	21501	663	38805	42	2695	698	442	473	1381	62324
Cass.....	4223	50947	2336	96742	143	7178	2951	2072	1654	6792	168731
Cedar.....	21289	180314	11410	300416	517	19121	12163	3133	24815	55045	558029
Cerro Gordo.....	2652	23008	1632	55735	30	1105	1669	1234	585	1027	82159
Cherokee.....	1231	30480	442	26885	38	3485	39	39	70	325	61214
Chickasaw.....	9316	91312	3639	131605	66	2459	5366	2645	2401	2386	230407
Clarke.....	6668	127598	3883	227407	322	22300	11897	11370	6162	17447	406122
Clay.....	1079	16647	307	12900	123	990	139	238	113	357	31132
Clayton.....	18799	214913	9211	418768	404	23964	11058	1130	15931	39867	708819
Clinton.....	29314	359401	14261	587638	391	21681	9766	9663	28529	56062	1034500
Crawford.....	1806	27183	639	29345	25	1485	1778	1858	314	391	60262
Dallas.....	9185	154065	5277	262161	508	30530	9844	6668	7707	26365	479789

STATEMENT "E."—CONTINUED.

COUNTIES.	Number of Cattle.	Value of Cattle.	Number of Horses.	Value of Horses.	Number of Mules.	Value of Mules.	Number of Sheep.	Value of Sheep.	Number of Swine.	Value of Swine.	Total value.
Davis	14304	\$ 203205	7450	\$ 293373	904	\$ 46058	38825	\$ 16872	15691	\$ 40599	\$ 600107
Decatur	9427	134919	5097	240931	458	24970	23747	15418	7994	18507	434745
Delaware	16240	193190	8026	330486	223	10035	10820	8715	13315	24049	566475
Des Moines	14399	185893	8363	376410	708	37153	14495	14448	15237	40731	654640
Dickinson	1127	14247	807	13593	8	470	258	132	61	167	28609
Dubuque	22506	198863	10419	333945	347	13449	9380	8555	26971	51154	605966
Emmet	1679	21820	310	15539	7	365	810	709	143	431	38864
Fayette	15100	136772	7119	293140	245	9537	14299	10692	10087	22023	472164
Floyd	7069	70961	4276	151050	84	3220	5547	2765	2549	2540	230536
Franklin	3006	29664	1816	57551	51	1921	1500	745	1344	1278	91159
Fremont	10055	158338	4156	216653	780	39273	6700	3382	12763	34694	452340
Greene	2711	41405	1765	80198	90	5428	3618	3087	1534	5487	135605
Grundy	4388	52556	3324	126312	116	5360	2852	1432	2690	6479	192139
Guthrie	4143	66792	3384	133377	127	8310	7638	6490	4411	8587	223556
Hamilton	4148	46891	1963	79004	59	2790	795	621	1324	2445	131751
Hancock	834	10035	385	13680	11	460	566	283	175	181	24639
Hardin	7581	98189	5465	192806	154	7342	3891	1866	5669	9717	309920
Harrison	7969	89551	3717	144963	182	9646	4168	2126	4745	9490	255776
Henry	14684	165411	8803	357754	741	32545	26883	24695	15219	41470	621875
Howard	6018	67636	2443	78832	40	1315	1462	777	1328	2143	150703
Humboldt	1993	35672	937	43483	21	1445	876	876	326	1095	82571
Ida	307	3524	114	4169	2	60	64	48	55	80	7881
Iowa	14882	188251	7223	336890	403	20034	8723	4559	14049	35089	584823
Jackson	21618	258099	9989	384000	192	12313	10719	7982	20843	50467	712861
Jasper	16859	295126	9928	563692	735	50730	20356	14514	19243	84946	1009008
Jefferson	14332	118134	8306	271779	655	27945	28986	14575	18209	24187	456620
Johnson	20944	297883	10421	420408	727	44165	16645	10273	26246	81716	854445
Lincoln	21820	249918	9006	438859	327	17033	12091	6071	22667	67115	778996

Koekuk.....	8919	351066	711	36205	17400	215285	26124	11323	17582	52999	667478
Kossuth.....	2054	25887	1119	20100	38	825	804	907	430	516	54235
Lee... ..	18228	208616	9738	387539	1121	47000	23135	17283	14692	41692	653030
Linn... ..	25145	271300	11929	461918	450	18935	17430	11899	24602	58252	816799
Louisa.....	14807	173850	6914	276786	505	23385	11563	5771	15759	53735	533527
Lucas.....	8126	122862	4366	190790	411	21360	15563	8821	6656	22819	366552
Madison.....	10013	172546	6065	337580	553	42945	20781	13674	11672	69788	636538
Mahaska.....	16032	264224	9268	501322	915	57225	33537	16454	20558	63951	903176
Marion.....	17939	227856	9820	424422	804	42352	27586	14553	27084	72956	782139
Marshall.....	9049	86122	6504	230823	222	8691	9998	4319	6967	16937	346892
Mills... ..	10005	205572	4761	271283	391	31715	3728	3060	8341	31229	542859
Mitchell.....	5956	72922	3102	163761	79	3920	3146	3146	1918	4251	248000
Monona.....	4889	50266	1449	54303	92	4525	4145	2488	1322	912	112494
Monroe.....	10008	138720	4864	234833	400	21168	18549	13540	11044	30150	438411
Montgomery.....	3064	64332	1580	119506	168	13150	3436	2418	2356	10447	209853
Muscatine.....	16773	218150	9162	448509	720	38541	7343	7141	15646	60664	768005
O'Brien.....	No re port.										
Page.....	8459	147832	4348	213762	443	28239	7274	3625	9261	28535	421993
Palo Alto.....	1768	13889	271	9007	10	270	94	60	87	135	23361
Plymouth.....	1768	28035	453	21719	31	1600	19	18	42	115	51487
Pocahontas.....	1360	15838	285	8540	3	140	25	14	170	121	24653
Polk.....	13903	200575	8488	355634	736	33680	9822	4891	14282	30215	624995
Pottawattamie.....	6566	108122	3571	195711	326	20877	2307	2085	2143	6549	333344
Poweshiek.....	11025	150934	7343	347802	537	34981	9146	4373	11256	37797	575887
Ringgold...	4681	64054	2609	116843	183	11080	11820	11168	3830	14692	217777
Sac.....	No re port.										
Scott.....	17402	208412	9630	432718	1040	64035	4225	2283	18936	39147	746595
Shelby.....	2085	39490	1136	74387	82	7481	2407	2418	769	3211	126987
Sioux.....	160	3317	60	3175	7	515	3	4	8	37	7048
Story.....	9364	94644	4233	146851	173	7148	4235	2501	5766	8361	259505
Tama... ..	12699	203843	7873	382133	350	19915	4069	3303	9347	46849	656043
Taylor.....	5708	71707	3206	110548	241	10184	9400	3972	4415	7738	204140
Union.....	No re port.										
Van Buren.....	13812	232681	7804	413686	860	46507	35454	29201	13724	52605	774680
Wapello.	13466	131064	7469	334866	841	45994	25545	13356	19485	76386	601666
Warren ...	15113	247574	8024	398843	500	28644	22143	1628	18252	83268	759957
Washington	19728	175043	9823	315779	729	31255	24503	12164	21049	43750	577991
Wayne. ...	9368	126550	5518	239762	443	23695	17458	13009	7907	18809	421825

16TH.—STATEMENT "E"—CONTINUED.

COUNTIES,	Number of Cattle.	Value of Cattle.	Number of Horses.	Value of Horses.	Number of Mules.	Value of Mules.	Number of Sheep.	Value of Sheep.	Number of Swine.	Value of Swine.	Total value.
Webster.....	No re 1509	port. \$ 11081	259	\$ 8152	...	...	540	\$ 262	286	\$ 14747	...
Winnebago.....	17759	191702	8532	298390	139	\$ 5580	9368	7031	11912	15207	517910
Winneshiek.....	3824	45786	1165	47944	135	6025	612	321	673	2201	102277
Woodbury.....	3226	47473	756	32865	16	1105	1188	1329	635	1788	84560
Worth.....	2116	23742	948	39668	30	1270	629	353	715	693	65728
Wright.....											
Total.....	867804	11170564	449328	19172052	44636	1719873	800717	539872	689383	2133003	34735356

17TH—STATEMENT "F."

No. 8.]

Showing the number of cattle, horses, mules, sheep, and swine assessed, and the value thereof, in the several counties for the year 1871.

8

COUNTIES.	Number of Cattle.	Value of Cattle.	Number of Horses.	Value of Horses.	Number of Mules.	Value of Mules.	Number of Sheep.	Value of Sheep.	Number of Swine.	Value of Swine.	Total value.
Adair.....	3255	\$ 52750	2171	\$ 87330	116	\$ 6157	2405	\$ 1488	2289	\$ 6812	\$ 154537
Adams.....	3773	45382	2131	86832	194	8620	3403	1703	2240	4963	147500
Allamakee.....	12493	114000	6123	205018	71	3080	5835	3194	10980	23416	348708
Appanoose.....	13724	199191	6928	336130	570	33725	20132	15683	15199	47918	632647
Audubon.....	1982	36390	787	37806	123	8660	399	357	1402	4926	88189
Benton.....	17175	240412	10704	445812	456	22254	4052	2373	20327	58826	769677
Blackhawk.....	12276	122353	8361	321372	278	11965	3408	3116	9012	10059	468865
Boone.....	10023	104462	4947	197274	345	15810	5586	3702	8990	17788	339036
Bremer.....	10916	86350	5523	127954	121	3430	3413	1706	6097	6522	225962
Buchanan.....	12722	133768	7083	244174	226	9100	6253	2338	10233	20478	409903
Buena Vista.....	1105	15833	453	15890	31	1600	109	69	139	451	33843
Butler.....	7932	86598	5044	228524	104	5430	2465	1931	4089	9140	331623
Calhoun.....	1632	28982	703	40800	55	2666	549	349	596	2175	74972
Carroll.....	1462	22574	1041	46649	70	3749	445	314	1996	1996	75232
Cass.....	5231	70567	3032	109529	198	7896	1033	567	3878	14813	203372
Cedar.....	21434	261748	10939	857952	489	18065	6453	2840	30270	74474	715079
Cerro Gordo.....	3173	27379	1866	62820	50	2113	1283	1283	974	1995	95590
Cherokee.....	1517	25503	676	29205	63	2765	36	33	276	1031	58537
Chickasaw.....	10217	100968	3985	141179	75	2750	3607	1806	3122	3169	249872
Clarke.....	7069	134293	4200	200489	373	19710	7513	6418	6799	23007	383917
Clay.....	1740	31354	598	25453	45	2015	165	197	265	910	59929
Clayton.....	18972	194867	9249	390941	428	23386	8188	8904	18626	31639	649737
Clinton.....	29503	378585	14062	622902	402	21425	5711	3159	42829	98175	1124246
Crawford.....	3142	37280	1137	44128	63	4445	2065	1104	1081	1110	89067
Dallas.....	9285	146682	6031	282760	475	29650	6601	5295	12059	25812	490199

AUDITOR'S REPORT.

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17TH.—STATEMENT "F"—CONTINUED.

COUNTIES.	Number of Cattle.	Value of Cattle.	Number of Horses.	Value of Horses.	Value of Horses.	Number of Mules.	Value of Mules.	Number of Sheep	Value of Sheep	Number of Swine.	Value of Swine.	Total Value.
Davis.....	14298	\$ 194598	7749	\$ 318321	\$ 44808	870	\$ 870	22562	\$ 11506	17946	\$ 53031	\$ 622284
Decatur.....	11073	143699	5752	243900	25467	591	25467	15156	8013	8917	23630	444709
Delaware.....	19714	178376	8489	294616	10235	241	10235	7666	5444	18421	35753	524424
Des Moines.....	14717	192502	9145	349247	33312	608	33312	11184	11184	16461	53604	639849
Dickinson.....	1293	20336	465	15459	560	13	560	236	113	135	251	36719
Dubuque.....	22685	214302	10140	296058	13063	369	13063	6667	6193	31865	64357	593973
Emmett.....	1808	19197	401	15947	705	14	705	789	623	191	246	36718
Fayette.....	16136	136869	7563	306747	10915	272	10915	10315	7910	12799	29270	491711
Floyd.....	8207	76833	4574	159031	2985	73	2985	4125	2080	3237	3606	244535
Franklin.....	4417	29702	2552	58526	1833	67	1833	1505	547	2771	2163	92771
Fremont.....	11870	169041	5029	344163	47982	819	47982	5180	2596	17934	52658	616440
Greene.....	3261	48346	2056	88687	6750	124	6750	4300	2855	3177	12822	159460
Grundy.....	5186	52996	3377	116310	6035	137	6035	2025	1010	4065	4501	180852
Guthrie.....	5407	72217	3655	142728	6594	134	6594	7470	4883	6800	47364	273786
Hamilton.....	5253	54106	2420	88462	2909	58	2909	634	407	1899	2992	148876
Hancock.....	975	11673	427	12816	315	8	315	217	112	217	444	25360
Hardin.....	8480	77248	5818	186274	6065	148	6065	1983	781	7659	11764	282132
Harrison.....	9915	147091	4141	219812	8738	201	8738	3461	3486	7877	20478	399605
Henry.....	14996	178284	8651	296780	35473	753	35473	17154	12223	17086	44180	566940
Howard.....	6671	89087	2781	104539	1814	48	1814	916	466	1584	3145	199051
Humboldt.....	2528	34526	903	39375	1390	29	1390	445	852	507	772	76415
Ida.....	456	4223	142	4920	180	4	180	52	26	70	229	9578
Iowa.....	16127	159743	7844	283772	18608	458	18608	6792	2872	17365	35641	500636
Jackson.....	22381	255352	9949	347943	12487	257	12487	7466	5782	27534	60064	681626
Jasper.....	18460	286643	10872	489370	41120	737	41120	11817	7323	27767	95988	920444
Jefferson.....	14661	145423	8604	276050	27351	649	27351	18893	9512	19743	31563	489899
Johnson.....	22551	251435	10920	392547	44373	831	44373	10808	6499	31198	64435	759289
Jones.....	22870	260719	9558	443064	18173	367	18173	7661	4118	29134	75113	801187

Keokuk.....
Kossuth.....
Lee.....
Linn.....
Louisa.....
Lucas.....
Madison.....
Mahaska.....
Marion.....
Marshall.....
Mills.....
Mitchell.....
Monona.....
Monroe.....
Montgomery.....
Muscatine.....
O'Brien.....
Page.....
Palo Alto.....
Plymouth.....
Pocahontas.....
Polk.....
Pottawattamie.....
Poweshiek.....
Ringgold.....
Sac.....
Scott.....
Shelby.....
Sioux.....
Story.....
Tama.....
Taylor.....
Union.....
Van Buren.....
Wapello.....
Warren.....
Washington.....
Wayne.....

18080
2235
18036
24881
14979
9118
12375
17299
18256
12166
10969
6691
6637
11142
3849
17231
499
10541
2679
2014
1827
15292
7963
12895
5928
1273
20225
2445
570
10484
13532
5944
4015
14303
13175
14700
19610
10080

221302
19221
211380
207300
154831
186364
203286
242587
253300
113784
229341
81393
59310
153320
63738
274966
11610
137373
23562
27430
21924
225515
164903
177079
72994
14603
215153
44273
13213
103971
205967
78853
65839
207908
165243
245077
240868
116086

9848
1050
9855
12572
6992
4766
6850
9706
10182
8233
4834
3769
1669
5220
2308
9495
241
5713
414
782
412
8843
4013
8077
3031
491
10117
1416
252
4873
8512
37011
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7885
7814
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308429
20005
349715
464266
234998
205466
318027
447402
449317
217285
286829
171914
55489
233816
120207
380216
13122
203944
13610
32010
16180
371401
251752
333254
126669
17030
437721
69838
11735
157653
387758
146963
114738
361679
332455
438238
223895

705
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1017
534
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397
641
954
880
335
375
56
94
412
221
665
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489
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23
664
264
539
212
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1012
115
48
199
220
258
181
719
727
562
717
518

31056
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41629
22760
22420
21015
41440
50693
51890
11003
27220
3100
3958
23430
14085
31411
975
25270
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3408
1150
32573
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29215
11555
1310
59405
7378
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37671
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33805
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15353
10204
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12314
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19130
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16287
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312
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19043
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27613
1785
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7983
13880
6459
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15045
22450
20507
27826
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72950
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34868
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30630
63032
77563
75483
27802
49092
3535
1975
35889
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38628
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50898
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1001
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42756
16533
46547
22328
966
37472
5917
158
12900
47225
14420
7615
45970
96164
70163
51548
21260

701575
41188
648552
768819
455229
399960
634834
829908
841369
371061
594813
262286
122294
456943
213955
730204
25806
420660
38781
63998
39910
676560
456599
590182
238575
33956
751285
128964
27939
285798
656372
252849
199778
672086
640499
794798
705675
391464

STATEMENT "F."—CONTINUED.

COUNTIES.	Number of Cattle.	Value of Cattle.	Number of Horses.	Value of Horses.	Number of Mules.	Value of Mules.	Number of Sheep.	Value of Sheep.	Number of Swine.	Value of Swine.	Total Value
Webster.....	7473	\$ 98289	3516	\$ 114596	136	\$ 5530	2137	\$ 1488	2992	8300	228203
Winnemago.....	2043	16903	367	5575	16	275	540	225	430	472	23450
Winneshiek.....	18331	189578	9074	303713	148	5265	7169	4835	11797	19119	522510
Woodbury.....	3697	44335	1704	60395	113	4531	482	250	1689	5291	114802
Worth.....	8687	52526	950	41907	19	1250	1219	1673	787	1905	99261
Wright.....	2328	23584	916	88788	41	2140	271	140	780	762	65414
Totals.....	959600	11832840	498980	19944269	30254	1518159	557161	378741	1038671	2583681	36257690

18TH--STATEMENT "G."

Showing the Receipts and Expenditures of the State for War and Defense and General Revenue purposes for the last twelve fiscal years, commencing November 4th, 1859, and ending November 4th, 1871.

RECEIPTS.

	General Revenue.	W. and D. Fund*
For two fiscal years ending Nov. 2, '61.	\$ 578759 91	\$ 161268 00
For two fiscal years ending Nov. 2, '63.	866816 62	527352 15
For two fiscal years ending Nov. 4, '65.	881808 10	55264 90
For two fiscal years ending Nov. 2, '67.	1068175 38	7890 52
For two fiscal years ending Oct. 30, '69.	1757553 64	
For two fiscal years ending Nov. 4, '71.	1769522 91	
Totals	\$6922636 56	\$ 751775 57

EXPENDITURES.

	General Revenue.	W. & D. Fund.*
For two fiscal years ending Nov. 2, '61.	\$ 599825 19	\$ 233568 43
For two fiscal years ending Nov. 2, '63.	610607 82	639163 85
For two fiscal years ending Nov. 4, '65.	728922 16	169231 00
For two fiscal years ending Nov. 2, '67.	1009356 98	7084 61
For two fiscal years ending Oct. 30, '69.	1574534 03	
For two fiscal years ending Nov. 4, '71.	1977669 95	
Totals	\$6500916 13	\$1049047 89

RECAPITULATION.

RECEIPTS.

From General Revenue for 12 years...	\$ 6922636 56
From War and Defense Fund.....	751775 57
Total Receipts	\$7674412 13

* By Chapter 68, Acts of 1866, the War and Defense Fund was merged into the General Revenue Fund.

EXPENDITURES.

For General Revenue for 12 years.....	\$6500916 13
For War and Defense Fund, 12 years..	1049047 89—\$7549964 02
Excess of Receipts over Expenditures.....	\$ 124448 11

19TH—STATEMENT "H."

Showing the amount received from interest, additional assessments, pedlers licenses, and sale of laws, and the amount paid for interest, and allowed for the unavailable tax, and double and erroneous assessments from November 1st, 1857, to November 4th 1871--14 years.

ADDITIONS TO REVENUE.

From Interest or delinquent taxes.....	\$378794 92
“ additional assessments.....	52286 12
“ pedlers' licenses.....	3787 33
“ sale of laws.....	13614 45
Total	\$448482 82

DECREASE OF REVENUE.

For interest paid on Auditor's warrants....	26124 31
For taxes certified as unavailable and double and erroneous assessments ,	272648 61— 298772 92
Balance in favor of Revenue	149709 90

20TH—STATEMENT “I.”

Showing the total valuation of taxable property, and the tax State thereon for each year, from 1858 to 1871, both inclusive.

YEAR.	TOTAL VALUA- TION.	RATE.	STATE TAX.
1858.....	*\$ 214625730	1½ mills	*\$321938 60
1859.....	197823250	1½ mills	296734 81
1860.....	*193385530	1½ mills	*290078 30
1861.....	177451003	2 mills	354901 92
1862.....	†175000000	2 mills	350000 00
1863.....	167108974	2 mills	334217 90
1864.....	†165000000	2 mills	330000 00
1865.....	215063401	2 mills	430126 83
1866.....	†220000000	2½ mills	550000 00
1867.....	256517184	2½ mills	641292 88
1868.....	†260000000	2½ mills	650000 00
1869.....	294532252	2 mills	589064 44
1870.....	†300000000	2 mills	600000 00
1871.....	348642728	2 mills	697285 55

21ST—STATEMENT “K.”

Showing the rate of State tax levied in the several States named, for the year 1870, as follows:

States.	General Revenue.	Sinking Fund & Interest.	Common Schools.	Total.
Illinois.....	2 ½ mills.	mills.	2 mills.	6 ½ mills.
Kentucky.....	4 ½ mills.	.....	.....	4 ½ mills.
Kansas.....	6 mills.	1 ¾ mills,	1 mill.	8 ¾ mills.
Minnesota.....	5 mills.	.....	.....	5 mills.
Missouri.....	2 ½ mills.	2 ½ mills.	.....	5 mills.
New York.....	6 4-156 mills.	.....	1 37-156 mills.	7 41-156 mills.
Nebraska.....	2 ½ mills.	½ mill,	3 mills.	6 mills.
Ohio.....	1 ½ mills.	1 8-16 mills.	1 5-16 mills.	4 mills.
West Verginia.....	2 mills.	.....	1 mill.	3 mills.
Wisconsin.....	1 58-100 mills	.....	.....	1 58-100 mills.

The foregoing statement embraces all the States from which reports have been received for 1870.

* Partly estimated—some counties not having reported.
† Estimated—the valuation of realty being the same as the year previous.

22D—STATEMENT "L."

Showing the County and District Agricultural Societies entitled to State aid, under Section 1698, Revision of 1860, as amended by Chapter 136, Acts of 1868; and also the total receipts of said Societies, receipts for Membership only, and the amount paid each Society for 1870.

Name of Society.	TOTAL RECEIPTS.	RECEIPTS FOR MEMBERSHIP.	AMOUNT OF STATE AID.
Adair County.....	\$ 44 00	\$ 39 00	\$ 39 00
Allamakee County.....	1170 50	230 00	200 00
Appanoose County.....	671 50	361 00	200 00
Benton County.....	852 80	231 00	200 00
Blackhawk County.....	719 00	358 00	200 00
Boone County.....	309 50	200 00	200 00
Bremer County.....	235 15	122 00	122 00
Butler County.....	321 25	135 50	135 50
Cass County.....	544 70	212 50	200 00
Cedar County.....	2747 26	1377 86	200 00
Chickasaw County.....	389 80	203 00	200 00
Clarke County.....	740 55	345 00	200 00
Clayton County.....	1237 90	675 00	200 00
Clinton County.....	4473 31	213 90	200 00
Crawford County.....	337 10	240 00	200 00
Dallas County.....	364 35	121 00	121 00
Davis County.....	900 00	400 00	200 00
Decatur County.....	268 50	165 00	165 00
Delaware County.....	766 72	512 00	200 00
Des Moines County.....	2305 35	200 00	200 00
Fayette County.....	750 85	350 00	200 00
Franklin County.....	246 00	231 00	200 00
Fremont County.....	425 00	300 00	200 00
Floyd County.....	505 65	225 00	200 00
Greene County.....	1528 63	800 00	200 00
Guthrie County.....	222 00	160 00	160 00
Hamilton County.....	233 00	213 00	200 00
Henry County.....	2678 26	1960 86	200 00
Humboldt County.....	53 00	33 00	33 00
Ida County.....	161 25	149 50	149 50
Iowa County.....	1107 00	375 00	200 00
Jackson County.....	1708 00	480 00	200 00
Jasper County.....	478 00	264 00	200 00
Jefferson County.....	955 00	261 00	200 00
Johnson County.....	2683 05	322 00	200 00
Jones County.....	1993 14	837 50	200 00

STATEMENT "L"—CONTINUED.

NAME OF SOCIETY.	TOTAL RECEIPTS.	RECEIPTS. FOR MEMBERSHIP.	AMOUNT OF STATE AID.
Keokuk County.....	\$ 349 85	\$ 300 00	\$ 200 00
Kossuth County.....	40 00	40 00	40 00
Lee County	3029 00	2381 20	200 00
Linn County.....	2182 00	400 00	200 00
Louisa County	1058 30	186 00	186 00
Lucas County.....	535 00	325 00	200 00
Madison County.....	448 95	206 00	200 00
Mahaska County.....	2930 25	960 00	200 00
Marion County.....	752 30	220 00	200 00
Marshall County.....	9500 00	7200 00	200 00
Mills County.....	1060 26	410 00	200 00
Monroe County.....	875 00	280 00	200 00
Montgomery County.....	382 00	203 00	200 00
Muscatine County	2237 00	720 00	200 00
Page County.....	167 50	100 00	100 00
Pottawattamie County.....	3700 00	415 00	200 00
Poweshiek County.....	890 00	231 00	200 00
Ringold County.....	57 40	31 00	31 00
Scott County	9948 06	285 00	200 00
Shelby County.....	112 00	112 00	112 00
Story County	942 17	210 00	200 00
Tama County.....	614 18	215 00	200 00
Union County.....	289 00	246 00	200 00
Van Buren County.....	1316 75	600 00	200 00
Wapello County.....	1153 90	250 00	200 00
Warren County.....	722 45	420 00	200 00
Washington County.....	1781 30	300 00	200 00
Wayne County.....	308 65	176 00	176 00

DISTRICT SOCIETIES.

Agricultural College.....	1628 50	900 00	200 00
Belle Plaine Union.....	721 40	340 35	200 00
Cedar Valley Agl. & Mech.	750 35	242 00	200 00
Harrison & Monona Co's...	568 40	270 00	200 00
Iowa Central.....	4304 78	522 00	200 00
Union (of Ackley.).....	250 00	150 00	150 00
Union of Muscatine and other counties.....	1601 50	247 00	200 00
Union, of Clinton and other counties.....	1280 25	200 00	200 00
Union, of Mechanicsville...	10167 85	5600 00	200 00
Totals.....	\$103783 37	\$39196 27	\$13320 00

STATEMENT "M."

*Showing the amount of Taxes paid by Fire and Accident Insurance Companies---
being two per cent. on premiums received in Iowa for 1870-71.*

COMPANIES.	AMOUNT
Ætna.....	\$ 3366 56
Albany City.....	175 91
American	107 15
American Life.....	32 32
American Central.....	21 22
Anchor, F. & M.....	71 68
Andes	67 78
Atlantic.....	54 43
Aurora, Ills.....	164 64
Aurora, Ky.....	72 76
Buffalo City.....	27 58
Burlington	306 67
City Fire.....	281 09
Cleveland	113 52
Commercial	74 28
Connecticut Fire	97 50
Continental	1038 36
Davenport Fire.....	1254 94
Farmers', Ill.....	81 09
Farmers', Iowa.....	2176 99
Fayette Home.....	196 24
Fireman's Fund.....	18 50
Franklin Fire.....	14 58
Fulton Fire.....	28 62
German, Ill.....	73 20
German Mutual.....	26 81
Germania	458 21
Great Western	165 82
Hanover	458 21
Hartford Fire	3043 92

COMPANIES.	AMOUNT.
Hartford Steam Boiler and Inspection Company.....\$	1 84
Hawkeye.....	1037 41
Home, Ohio.....	476 78
Home, New York.....	2304 34
Home, Iowa.....	702 93
Home, Connecticut.....	784 54
Imperial	216 78
Independence	118 90
Independent	93 05
Insurance Company of North America.....	1344 96
International.....	544 02
Iowa State Mutual.....	531 70
Lamar, Ills.....	495 53
Lamar, N. Y.....	84 67
London, Liverpool, & Globe.....	428 03
Lorillard.....	820 81
Lumbermans.....	170 46
Manhattan.....	378 30
Market Fire.....	39 62
Merchants', Conn.....	288 14
Merchants', Ills.....	1567 34
Mississippi Valley.....	1427 05
National, Mass.....	25 60
National, Mo.....	11 94
National, Iowa.....	1460 40
Niagara Fire.....	458 21
North American Fire, N. Y.....	309 01
North American Fire, Conn.....	330 36
North British and Mercantile.....	137 02
Norwich Fire.....	5 16
Pacific.....	640 29
Phenix, N. Y.....	619 11
Phoenix, Ht.....	2203 27
Putnam Fire.....	1184 05
Railway Passenger Assurance.....	210 22
Republic, Ills.....	2161 75

COMPANIES.	AMOUNT.
Republic, N. Y.....\$	458 21
Reaper City	304 19
Sangamo	181 65
Security.....	1961 19
Southern Iowa.....	110 48
Springfield F. & M.....	233 06
State, Mo.....	5 70
State, Ills.....	294 81
State, Iowa.....	487 30
State, Ohio.....	35 00
St. Paul F. & M.....	74 54
Travelers'.....	165 82
Union, Cala.....	16 44
Union, Iowa.....	220 27
Washington.....	53 47
Western.....	218 67
Winneshiek.....	417 71
Yonkers & N. Y. Fire....	625 28
Total.....	\$43547 96

24TH—STATEMENT “N.”

Amount of Fees received from Fire and Life Insurance Companies transacting business in this State, from the 14th day of April, 1870, to the 6th day of November, 1871.

FIRE.

COMPANIES.	AMOUNT.
Ætna	101 50
Albany City.....	135 00
American.....	868 00
American Central.....	73 00
Anchor, F. & M.....	86 00
Andes.....	632 00
Atlantic.....	45 00
Aurora, “Ills.”.....	362 00
Aurora, “Ky.”.....	95 00

COMPANIES.	AMOUNT.
Aurora, "Ohio".....\$	82 00
Buffalo City.....	160 00
Buffalo F. & M.....	75 00
Burlington.....	21 50
Brewer's.....	544 00
City Fire.....	22 50
Cleveland.....	112 00
Commercial.....	116 00
Connecticut.....	7 50
Continental.....	560 00
Davenport.....	132 50
Enterprise.....	267 50
Farmers', "Ills.".....	196 00
Farmers' "Iowa".....	101 00
Fireman's Fund.....	155 00
Franklin.....	588 98
Fulton.....	165 00
German, "Ohio".....	67 00
German, "Ills.".....	258 00
German Mutual.....	7 50
Germania.....	230 00
Great Western.....	318 00
Hanover.....	260 00
Hawkeye.....	180 50
Hartford Fire.....	135 00
Home, "N. Y.".....	730 00
Home, "Conn.".....	3 00
Home, "Iowa".....	58 00
Home, "Ohio".....	282 00
Imperial.....	50 50
Independent.....	76 00
Independence.....	13 00
Insurance Company North America.....	556 50
International....	205 00
Iowa State Mutual.....	25 50
Lamar "N. Y.".....	50 00

COMPANIES.	AMOUNT.
Lamar " Ill."	\$ 150 00
Liverpool and London and Globe	120 00
Lorillard.....	295 00
Lumberman's	28 00
Manhattan.....	100 00
Market Fire.....	60 00
Merchants, " Conn.".....	17 50
Merchants, " Ills.".....	396 00
Miscellaneous fees	11 95
Mississippi Valley.....	46 00
National, " Mass."	28 00
National, " Mo."	89 00
Niagara.....	230 00
North American, " Conn.".....	11 50
North American, " N. Y.".....	180 00
North British and Mercantile.....	18 50
North Missouri.....	159 00
Norwich Fire.....	13 50
Pacific	79 50
Peoples	72 50
Phenix.....	325 00
Phoenix	82 00
Putnam Fire.....	51 00
Reaper City.....	144 00
Republic, " Ills."	228 00
Repubulic, " N. Y."	230 00
Sangamo.....	78 00
Security.....	650 00
Springfield Fire and Marine.....	70 00
State, " Mo."	62 00
State, " Ill's.".....	100 00
State, " Iowa.".....	94 50
St. Joseph Fire and Marine.....	91 00
St. Paul Fire and Marine	99 00
Southern Iowa.....	25 00
Teutonia.....	257 00

COMPANIES.	AMOUNT.
Union	\$ 155 00
Washington	105 00
Western	115 00
Winneshiek	56 00
Yonkers and New York	720 00

LIFE.

Ætna	31 00
American Tontine	30 00
American	506 00
Amicable	5 00
Anchor Life	60 00
Asbury	60 00
Atlantic Mutual	55 00
Atlas Mutual	6 00
Berkshire	42 00
Brooklyn	115 00
Charter Oak	64 00
Chicago Life	64 00
Cincinnati Mutual	60 00
Commonwealth	25 00
Connecticut Mutual	32 00
Continental "Conn."	21 00
Continental, "N. Y."	100 00
Covenant Mutual	96 00
Craftsman's	35 00
De Soto Mutual Life	97 00
Economical	30 00
Empire Mutual	110 00
Equitable, of Iowa	67 25
Equitable Life Assurance Society	75 00
Farmers & Mechanics	10 00
Germania	50 00
Great Western	5 00
Globe Mutual	115 00

COMPANIES.	AMOUNT.
Government Security.....\$	75 00
Guardian Mutual.....	55 00
Hahnemann	45 00
Hartford Life & Annuity.....	6 00
Home.....	45 00
Hope	35 00
John Hancock.....	120 00
Knickerbocker	45 00
Life Association of America.....	52 20
Manhattan.....	25 00
Metropolitan	70 00
Missouri Mutual.....	70 00
Missouri Valley.....	80 00
Mutual, Ills	64 00
Mutual Benefit.....	205 00
Mutual, New York	255 00
National, Ills	172 00
National of the United States.....	26 00
National, New York	30 00
New England Mutual.....	44 00
New Jersey Mutual.. ..	95 00
New York.....	100 00
North America.....	100 00
Northwestern Mutual	378 00
Pacific.....	30 00
Phoenix Mutual.....	10 00
Protection	54 00
Railway Passenger.....	86 00
Republic	124 00
Safety Deposit.....	60 00
Security Life and Annuity.....	130 00
Standard	40 00
St. Louis Mutual.....	116 00
Teutonia	52 00
Traveler's	67 00
Union Central	90 00

COMPANIES.	AMOUNT.
Union Mutual.....	\$ 26 00
Universal	45 00
Washington	305 00
World Mutual.....	55 00
<hr/>	
Total Life Companies.....	\$ 5448 45
Total Fire Companies.....	15052 78
<hr/>	
Grand Total.....	*\$ 20501 33

SCHOOL FUND.

25TH—RECEIPTS AND DISBURSEMENTS.

SAMUEL E. RANKIN, STATE TREASURER—PERMANENT FUND.

RECEIPTS.

1869.

Oct. 30.	To balance in Treasury this date.....	\$ 7728 10
Nov. 6.	To amount received from Ead's sureties.....	915 00
Dec. 6.	To amount received from Ead's loans.....	300 00

1870.

Mar. 11.	To amount received from U. S. five per cent fund	20886 51
April 25.	To amount received from Ead's loans.....	454 75
June 8.	To amount received from Ead's loans.....	1400 00
Oct. 13.	To amount received from Ead's loans.....	100 00

1871.

Feb. 8.	To amount received from U. S. five per cent fund.....	3008 00
May 13.	To amount received from Ead's loans.....	276 26
Aug. 9.	To amount received from U. S. five per cent fund.....	15250 16
Oct. 11.	To amount received from Ead's loans.....	1000 00

*Of this amount, Hon. J. A. Elliott received \$4,180.18.

Oct. 19.	To amount received from Ead's loans.....	\$ 275 00
Oct. 27.	To amount received from Ead's loans.....	1820 00
Total receipts.....		<u>\$53413 78</u>

DISBURSEMENTS.

1871.

March 4.	By amount apportioned to Scott county.....	\$ 2000 00
March 4.	By amount apportioned to Warren county	2000 00
March 4.	By amount apportioned to Jasper county.....	2000 00
March 4.	By amount apportioned to Wapello county.....	2000 00
March 4.	By amount apportioned to Muscatine county.....	2000 00
March 4.	By amount apportioned to Van Buren county.....	2000 00
March 4.	By amount apportioned to Lee county.....	2000 00
March 4.	By amount apportioned to Jefferson county.....	2000 00
March 4.	By amount apportioned to Des Moines county.....	2000 00
March 4.	By amount apportioned to Henry county.....	2000 00
March 4.	By amount apportioned to Linn county.....	2000 00
March 4.	By amount apportioned to Monroe county.....	2000 00
March 4.	By amount apportioned to Jackson county.....	2000 00
March 4.	By amount apportioned to Polk county	2000 00
March 4.	By amount apportioned to Mahaska county.....	1784 36

March 4.	By amount apportioned to Buchanan county.....	\$ 1508 00	
March 4.	By amount apportioned to Washington county.....	1800 00	
March 4.	By amount apportioned to Louisa county.....	2000 00	
Sept. 18.	By amount apportioned to Van Buren county.....	2000 00	
Sept. 18.	By amount apportioned to Muscatine county.....	3000 00	
Sept. 18.	By amount apportioned to Wapello county.....	2000 00	
Sept. 18.	By amount apportioned to Buchanan county.....	2000 00	
Sept. 18.	By amount apportioned to Henry county.....	2000 00	
Sept. 18.	By amount apportioned to Mahaska county.....	526 42	
Sept. 18.	By amount apportioned to Warren county.....	1000 00	
Sept. 18.	By amount apportioned to Polk county.....	2000 00	
Sept. 18.	By amount apportioned to Jackson county.....	1000 00—	\$50318 78
Balance in the Treasury, Nov. 4, 1871			<hr/> \$3095 00

TEMPORARY SCHOOL FUND.

SAMUEL E. RANKIN, STATE TREASURER.

Receipts.

1869.			
Oct. 30.	To balance in Treasury this date.....	\$ 38 00	
1871.			
Nov. 4.	To amount received from interest on Eads' loans, for the two years ending this day.....	2012 97	

Nov. 4.	To amount received from interest on State loans, for the two years ending this day.....\$	43960 06
	Total.....	<u>\$46011 03</u>

DISBURSEMENTS.

1870.

March 7.	By amount included in the apportionment of March 1870, and transferred to the State revenue to reimburse the same for warrants issued under section 1967 and 1969, of Revision of 1860.....\$	11157 32
Sept. 7.	By amount included in apportionment of September 1870, as above.....	16106 36

1871.

March 13.	By amount included in apportionment of March 1871, as above.....	14189 91
Sept. 4.	By amount included in apportionment of September 1871, as above.....	4066 61
		<u>4552020</u>
	Balance in Treasury, Nov. 4, 1871....	<u>\$490 83</u>

26TH—STATEMENT "O."

Showing the amount of Permanent School Fund in the several counties on the 1st day of June, 1871, as shown by the Auditor of State's Books, and also by County Auditor's Reports, on file.

COUNTIES.	Am't as per State Auditor's Books.	Am't as per Co. Auditor's Report
† Adair.....	\$ 29255 98	\$ 29019 63
† Adams.....	29981 19	31369 30
Allamakee.....	99919 40	99919 40
† Appanoose.....	20452 05	20517 19
† Audubon.....	14751 77	14760 52
Benton.....	40749 44	40753 98
† Black Hawk.....	55707 49	54979 51
† Boone.....	35371 58	34372 76
† Bremer.....	50643 10	50849 40
Buchanan.....	26813 00	26813 12
† Buena Vista.....	1600 00	1566 83
† Butler.....	26042 76	25188 81
Calhoun.....	5104 45	5104 48
Carroll.....	15316 30	15336 80
Cass.....	19552 00	19552 00
Cedar.....	41765 43	41764 43
Cerro Gordo.....	16738 06	*19460 54
Cherokee.....	5610 00	5610 00
Chickasaw.....	24043 66	24043 66
† Clarke.....	34880 49	35148 94
Clay.....	7656 00	7655 99
Clayton.....	56930 19	56930 19
† Clinton.....	68230 76	66293 78
Crawford.....	20332 09	20332 09
Crocker.....	No report.	No report.
† Dallas.....	41624 39	41798 28
Davis.....	26878 91	26878 91
† Decatur.....	72217 33	65767 81
Delaware.....	32132 07	32132 07
Des Moines.....	38422 85	38424 77
Dickinson.....	1578 75	1578 74

* Counties marked thus (*) have not reported for June 1st, 1871, and the figures in the last reports from said counties are taken as being the nearest approximation to the correct amount.
† See remarks on Permanent School Fund, following this Statement.

STATEMENT "O"—CONTINUED.

COUNTIES.	Am't as per State Auditor's Books.	Am't as per Co. Auditor's Report.
Dubuque.....	\$ 47755 52	\$ 47755 52
Emmet	9892 80	9892 80
Fayette	74347 31	74347 31
† Floyd	27637 97	28132 93
† Franklin	16488 73	16788 70
Fremont.....	31425 43	31425 43
Greene.....	34464 58	34464 59
Grundy.....	37943 44	37943 46
Guthrie.....	21048 40	21048 40
† Hamilton.....	31628 89	31184 16
Hancock.....	14094 95	14094 95
† Hardin.....	27168 30	25471 07
Harrison.....	37166 60	37166 60
Henry.....	17856 94	17856 94
Howard.....	37364 45	37364 45
Humboldt.....	22676 46	22676 42
Ida.....	7680 00	7680 00
Iowa.....	81422 90	81422 90
Jackson.....	35207 16	35207 19
Jasper.....	32123 58	32123 58
Jefferson	27493 33	27493 33
Johnson.....	31574 40	31574 40
Jones	58912 70	58910 60
Keokuk	22817 36	22817 36
† Kossuth.....	16412 22	16576 22
Lee.....	43277 15	43277 15
Linn.....	37639 60	37639 60
Louisa	19789 57	19789 57
Lucas.....	18859 48	18859 48
Lyon	Unorganized.	.....
Madison.....	24731 15	24731 15
Mahaska	34382 66	34382 66
† Marion.....	26636 46	26151 23
† Marshall	33329 73	33404 75
Mills	29658 76	29658 76
Mitchell.....	13087 38	13087 38
Monona	17676 13	17676 13
Monroe.....	17612 41	17612 88
† Montgomery	27437 96	27094 12
Muscatine	26238 60	26238 60
O'Brien	No fund.	.....

† See remarks on Permanent School Fund, following this Statement.

STATEMENT " O "—CONTINUED.

COUNTIES.	Am't as per State Auditor's Books.	Am't as per Co. Auditor's Report.
Osceola	Unorganized.	
† Page.....	\$ 39007 10	\$ 39451 44
Palo Alto	17942 56	17941 94
Plymouth	13554 74	13555 17
Pocahontas	4140 91	4140 81
Polk.....	40374 45	40374 45
† Pottawattamie	45128 64	43284 18
† Poweshiek	62317 81	51830 36
† Ringgold	25880 49	25685 70
† Sac	14292 43	13492 43
Scott.....	38624 21	38624 21
Shelby.....	18319 40	18319 40
Sioux	No fund.	
† Story	44438 37	44080 39
† Tama	56316 55	56016 55
Taylor	27333 11	27333 00
† Union.....	34525 71	34612 49
Van Buren	21843 92	21853 21
Wapello.....	26614 18	26619 42
† Warren.....	26408 18	26293 05
Washington	38109 48	38109 48
† Wayne.....	36858 59	34144 34
† Webster	40535 80	38162 79
Winnebago	5500 00	*5379 00
† Winneshiek	53261 93	53580 52
† Woodbury	23652 00	23652 00
Worth	15334 00	15334 00
Wright	14849 35	14849 34
Totals	\$ 2918426 86	\$ 2891665 87

REMARKS RELATING TO THE FOREGOING STATEMENT.

ADAIR COUNTY

Shows a *deficiency* of \$236.35 unaccounted for.

ADAMS COUNTY

Shows an *excess* of \$1,388.11 not yet accounted for.

* Counties marked thus (*) have not reported for June 1st, 1871, and the figures in the last reports from said counties are taken as being the nearest approximation to the correct amount.

† See remarks on Permanent School Fund, following this Statement.

APPANOOSE COUNTY

Shows an *excess* of \$65.14 not yet accounted for.

AUDUBON COUNTY

Shows an *excess* of \$8.75 unaccounted for.

BLACK HAWK COUNTY

Shows a *deficiency* of \$727.98 not yet accounted for.

BOONE COUNTY

Shows a *deficiency* of \$998.82 unaccounted for.

BREMER COUNTY

Shows an *excess* of \$206.30 not yet accounted for.

BUENA VISTA COUNTY

Shows a *deficiency* of \$33.17 reported stolen from county treasury in 1870.

BUTLER COUNTY

Shows a *deficiency* of \$853.95, which will probably be accounted for when County Auditor makes report of contracts foreclosed and the same are credited off.

CLARK COUNTY

Shows an *excess* of \$268.45 not yet accounted for.

CLINTON COUNTY

Shows a *deficiency* of \$1,936.98.

This county was visited by my deputy last spring, and the assets found to be \$66,293.78 on May 18th, 1871. The County Auditor promises to make a better showing next January.

The greater part of this deficiency arose, I think, from defalcations of ex-School Fund Commissioners and ex-Treasurer Allison, some ten or twelve years ago.

DALLAS COUNTY

Shows an *excess* of \$173.89 not yet accounted for.

DECATUR COUNTY

Shows a *deficiency* of \$6,449.52.

This county was visited by my deputy last spring, who made a thorough examination of the school fund accounts of said county, and ascertained that the large deficiency arose from the manner in which clerks and auditors had applied the proceeds of re-sales of land foreclosed and bid in by the county—they applying the proceeds *first* to the payment of interest and costs instead of applying it *first* to reimbursing the Permanent Fund. I accordingly made an order of transfer of the above deficiency from Temporary to Permanent Fund, and the County Auditor's next report will agree with the books in this office.

FLOYD COUNTY

Shows an *excess* of \$494.96 not yet accounted for.

FRANKLIN COUNTY

Shows an *excess* of \$299.97 unaccounted for.

HAMILTON COUNTY

Shows a *deficiency* of \$444.73 not yet accounted for.

HARDIN COUNTY

Shows a *deficiency* of \$1,697.23—of this amount \$1,460.17—reported stolen at safe robbery in 1867 and the balance yet unaccounted for.

KOSSUTH COUNTY

Shows an *excess* of \$164 not yet accounted for

MARION COUNTY

\$515.91 reported stolen at safe robbery in 1867, which accounts for more than the *deficiency* of \$485.23.

MARSHALL COUNTY

Shows an *excess* of \$75.02, not yet accounted for.

MONTGOMERY COUNTY

Shows a *deficiency* of \$343.84 not yet accounted for.

PAGE COUNTY

Shows an *excess* of \$444.34 not yet accounted for.

POTTAWATTAMIE COUNTY

Shows a *deficiency* of \$1,844.46, which the county auditor mostly accounts for in commissions paid clerk—fees paid district attorney, and defalcation of clerk, which the county will of course have to make good.

POWESHEIK COUNTY

Shows a *deficiency* of \$10,487.45 which will be mostly accounted for upon a final adjustment of their accounts. This county was visited by my deputy last spring, and as thorough an examination was made as the limited time, and the circumstances of the case would admit, but no satisfactory settlement could then be made, owing to the loose manner in which the accounts had been kept by former Clerks, notwithstanding every facility possible was afforded by the present county auditor. The county auditor now informs me that the board of supervisors have made a satisfactory settlement with ex-auditor Chess hire, and will make full reports in a short time.

RINGGOLD COUNTY

Shows a *deficiency* of \$194.79 not yet accounted for.

SAC COUNTY

Shows a *deficiency* of \$800 which is probably an error in county auditor's report, as his report for June 1870 showed more than our books. Since writing the above an amended report has been received from Sac county, which shows the permanent fund to be \$14,292.43 as per our book.

STORY COUNTY

Shows a deficiency of \$357.98, which will mostly be accounted for in next June report, by transfer from Temporary Fund.

TAMA COUNTY

Shows a deficiency of \$300.00, which has been accounted for by county Auditor, but too late to correct this report.

UNION COUNTY

Shows an excess of \$86.78, not yet accounted for.

WARREN COUNTY

Shows a *deficiency* of \$115.13, unaccounted for.

WAYNE COUNTY

Shows a *deficiency* of \$2,714.25, not yet accounted for.

This county was visited by my Deputy last spring, and the accounts found to be in a bad condition. The county will probably be entitled to credit for some \$500.00, losses to the fund, which will reduce the *deficiency* above, that much.

WEBSTER COUNTY

Shows a *deficiency* of \$2,553 01, not yet accounted for.

WINNESHIEK COUNTY

Shows an *excess* of \$318 59, not yet accounted for.

WOODBURY COUNTY

This county was visited by my Deputy in December, 1870, and as thorough an examination made as the limited time would permit.

It was ascertained that the total assets amounted to \$23,652.00, as reported by the county Auditor, on June 1st, 1871 but there appeared to be only the sum of \$18,112.62 on hand, in cash and notes, leaving a *deficiency* of \$5,539.38, which the county Auditor now reports in the hands of F. J. Lambert, prior Clerk and Ex-officio, county Auditor, and that said Lambert has agreed to give a note and mortgage, with sureties, to secure the county for the amount of said deficiency

27TH—STATEMENT "P."

Showing the amount of losses to the Permanent School Fund in the several counties, for which a bond has been issued in accordance with section 2, chapter 134, acts of 1864, also the amount of cash in hand of County Treasurers belonging to Permanent School Fund and unloaned on June 1st, 1871.

COUNTIES.	CASH ON HAND.	BOND ISSUED FOR LOSSES.
Adair.....	\$ 25 42	\$ 20 00
Adams.....	309 49	.....
Allamakee.....	9 32	3028 50
Appanoose.....	483 94	.....
Audubon.....	133 42	.....
Benton.....	122 42	250 00
Black Hawk.....	720 19	.....
Boone.....	231 41	.....
Bremer.....	86 89	363 00
Buchanan.....	345 00	.....
Buena Vista.....	None.	.....
Butler.....	249 64	.....
Calhoun.....	None.	.....
Carroll.....	14 86	.....
Cass.....	None.	.....
Cedar.....	200 95	.....
Cerro Cordo.....	34 13	.....
Cherokee.....	None.	.....
Chicksaw.....	101 12	391 70
Clarke.....	23 17	255 00
Clay.....	None.	.....
Clayton.....	261 51	.....
Clinton.....	No report.	.....
Crawford.....	None.	.....
Crocker.....	No report.	.....
Dallas.....	142 58	.....
Davis.....	300 00	.....
Decatur.....	64 16	217 92
Delaware.....	295 00	100 00
Des Moines.....	162 77	15 95
Dickinson.....	None.	.....
Dubuque.....	552 30	800 00
Emmet.....	None.	.....
Fayette.....	204 07	.....
Floyd.....	43 07	.....

27TH—STATEMENT "P."—CONTINUED.

COUNTIES.	CASH ON HAND.	BOND ISSUED FOR LOSSES.
Franklin	None.	.....
Fremont.....	\$ 5 11	.....
Greene.....	27 73	.....
Grundy	None.	.....
Guthrie	3 71	.....
Hamilton	426 72	.....
Hancock	None.	.....
Hardin.....	33	.....
Harrison	94 30	\$ 5 00
Henry	1188 42	36 20
Howard.....	89 47	.....
Humboldt.....	1374 71	.....
Ida.....	44 00	.....
Iowa.....	357 84	.....
Jackson.....	1405 82	.....
Jasper.....	463 32	.....
Jefferson.....	350 00	.....
Johnson.....	265 79	.....
Jones.....	1419 64	.....
Keokuk.....	160 73	.....
Kossuth.....	52	.....
Lee.....	732 79	.....
Linn.....	160 00	.....
Louisa.....	351 00	.....
Lucas.....	59 46	.....
Lyon.....	Unorganized.	.....
Madison	None.	500 00
Mahaska.....	1519 36	.....
Marion.....	None.	.....
Marshall.....	300 00	.....
Mills.....	112 26	.....
Mitchell.....	45	.....
Monona.....	None.	.....
Monroe.....	77 50	.....
Montgomery.....	None.	.....
Muscatine	600 29	536 17
O'Brien.....	No fund.	.....
Osceola.....	Unorganized.	.....
Page.....	4 79	.....
Palo Alto.....	505 68	.....
Plymouth.....	None.	.....
Pocahontas	4 76	.....
Polk.....	1957 34	.....

STATEMENT "P."—CONTINUED.

COUNTIES.	CASH ON HAND.	BOND ISSUED FOR LOSSES.
Pottawattamie.....	\$ 51 44	.....
Poweshiek	197 91	\$ 300 00
Ringgold.....	50 56	446 37
Sac	1285 40	.....
Scott.....	7156 71	300 00
Shelby.....	200 00	.....
Sioux	No fund.	.....
Story.....	778 00	.....
Tama	144 00	350 00
Taylor	760 90	.....
Union.....	1 27	.....
Van Buren.....	3 76	.....
Wapello.....	1398 09	642 33
Warren.....	3575 94	.....
Washington	858 13	.....
Wayne.. ..	554 60	.....
Webster.....	585 45	.....
Winnebago.....	No report.	.....
Winneshiek.....	280 76	.....
Woodbury	3 00	.....
Worth.....	None.	.....
Wright.....	61	.....
Totals.....	\$37067 20	* \$8558 14

28TH—STATEMENT "Q"

Description of Real Estate bid in and still held by the State for the use of the School Fund, on foreclosure of mortgages and judgments on Eads' loans, November 1st, 1871, also the estimated value of same.

Description of property bid in by State on judgment, vs. James M. Reid and Hugh T. Reid.

	ESTIMATED VALUE.
Block 18, lying west of a north and south line running through the center of block 21, and produced through said block 18, 6½ acres.....	\$ 200 00

*This amount embraces only the losses which have occurred since Sept. 8d, 1857, the date of the adoption of the new constitution.

S w qr bl'k 28, 2½ acres; w hf bl'k 21, 5 acres; w hf bl'k 25, 5 acres; w hf bl'k 22, 5 acres; e hf bl'k 27, 5 acres\$ 675 00
Lots 13, 14, 15, and 16, bl'k 6, Nassau's addition to Keokuk.....40 00

Also: Lots 1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 17, 18, block 8.
Lots 1, 2, 3, 4, 9, 10, 12, block 9.....
Lots 5, 6, 7, 8, 15, 16, block 10.....
Lots 5, 6, 7, 8, 9, 10, 16, 17, 18, block 11..
Lots 1, 2, 5, 6, 9, 10, block 12.....
Lots 1, 2, 3, 4, 5, 8, 9, block 13.....
Lots 5 and 6, block 14.....
Fractional block 16, Nassau's addition to Keokuk.....500 00

Description of property bid in by the State on judgments, vs. Reid & Anderson and S. J. & H. T. Reid:
Lots 5, 6, 7, 8, bl'k 6; lots 1 and 2, bl'k 7; all in Nassau's addition to the city of Keokuk.....40 00
Also lots 7, 8, 9, 10, 11, 12, bl'k 60, lying partly in Mason's lower addition, and partly in Reid's addition to Keokuk.....450 00

Description of property bid in by State on judgment, vs. A. T. Walling.
Undivided one third of, commence on se cor of sw qr sec. 1, T. 65, R. 5; thence w on s line of said qr sec. to sw cor of said qr; thence n on w line of said qr, 11 chains, 42 links, to stone; thence e parallel to s line of said qr sec., 30 chains, 50 links, to post; thence south 10 chains, 92 links, to post; thence e parallel to s line of said qr sec., 9 chains, 50 links to post; thence s 50 links, to beginning, containing 35 acres, in Lee county.....250 00

Except the following tract sold to W. W. Belknap in 1868 as follows:

Undivided one third of, beginning at a point on west bank of Mississippi River, 33 ft. north of the south line of Sec. 1, thence west about 400 feet to a point 73 feet west of the new centre line of Keokuk & St. Paul Railway, thence southerly 33 ft. parallel with said railway to the South line of said section thence east about 420 feet along the south line of said section to the west bank of said river, thence up said river to place of beginning, being in the south half of section 1, township 65, north range 5 west. Also nw qr of sw qr and ne qr sw qr, sec. 3, T. 91, R. 26 80 acres, in Wright county.

\$400 00

Description of property bid in by State on judgment vs. J. K. Hornish :

Lots 7, 8, 9, block 58, Keokuk, Lee county 1100 00

Description of property bid in by State on judgment vs. W. A. Scott :

Block 4 in W. A. Scott's addition to Des Moines 6400 00

Description of land bid in by State on judgment of foreclosure vs. E. J. Toof, *et al*, in Lucas county :

W. h. of n. w. qr. and s. e. qr. n. w. qr, Sec. 20,
Tp. 71, range 21, containing 120 acres 600 00

Deed recorded in Lucas county and sent by mistake to E. Clark, Treasurer State University. Mr. Clark writes that he cannot find the deed on file.

Description of property bid in by the State on judgment vs. Sylvester Harrison & Bro. :

East half of section 2, township 87, range 10, Buchanan county 3200 00

Description of real estate bid in by and still belonging to the State for school fund, on foreclosure of mortgage given by the Medical Department of the State University at Keokuk:

Lots 1, 2, 5, 6, 7, 8, 9, 10, 11, and 12, block 20, in Keokuk	\$	3050 00
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Total estimated value of school fund lands and lots not yet sold	\$	16905 00
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Description of real estate deeded to the State by S. M. Dyer, ex-Treasurer of Polk county, , on account of deficiency of said Treasurer to State Revenue :

Lots 5 and 6, in block "H," Griffith's addition to East Fort Des Moines, Iowa	\$	3500 00
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Description of property bid in and still held by the State on foreclosure of mortgage, in the case of the State of Iowa for the use of Boone and other counties *vs.* R. G. Orwig *et. al.*, to-wit :

Commencing at the northeast corner of the northwest quarter of section 8, township 78, range 24 west, thence west 6 chains and 73 links, thence south 10 deg. 30' min., east 11 chains, thence north 68 deg., east 4 chains and 80 links, thence north 9 chains and 24 links to place of beginning, con- taining 5 and 87-100 acres	\$	8000 00
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All other real estate bid in by the State under this foreclosure has been re-sold.

Total estimated value of real estate belonging to the general revenue of the State, not yet sold	\$	11500 00
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29TH—STATEMENT “R.”—EADS' LOAN AND SURETIES.

List of Notes and Mortgages remaining unpaid Nov. 6, 1870.

NOTES BELONGING TO EADS' LOANS.

NAMES.	AMOUNT.	REMARKS.
L. J. Swartz & B. Swartz, balance....	\$ 2,400.00	Judgment in Lee county, 1865
W. G. Crawford & McCorkle....	643.92	Judgment in Humboldt county, 1866.....
Jno. S. Hamilton & Anderson, balance	*1,000.00	Judgment in Story county ...
Jos. B. Door & Jos. Door.....	4,000 00	Judgment in Dubuque county
John W. Stanton & Shaw.....	2,000.00	In suit, Jasper county
Goo. S. Hampton.....	5,000 00	Worthless
W. J. Gilbert & McBride.....	600.00	Judgment in Johnson county.
T. J. Cannon.....	6,318.87	Worthless.....
Total.....	\$21962.79	

NOTES BELONGING TO EADS' SURETIES.

NAMES.	AMOUNT.	REMARKS.
Benj. Grossman, balance	\$ 750.00	Judgment in Lee county, 1865.
R. W. Rothrock, balance	1,185.00	Judgment in Iowa county, 1867
W. H. Leech, balance.....	1,765.25	Judgment in Lee county, 1866.
Leech & McFarland.....	8,000.00	Worthless—no consideration..
J. A. Goodrich.....	734.50	Judgment in Lee county, 1865.
Boyles, Stampel & Hugul, balance....	8,207.62	No judgment.....
B. Hogle, balance.....	641.89	Judgment in Lee county, 1865.
T. J. Cannon.....	1,000.00	Worthless.....
W. H. White, balance.....	65.85	Judgment in Johnson county.
Thomas Snyder.....	1,500 00	Worthless.....
H. F. King, balance.....	76.15	Judgment in Johnson county.
George Andrews.....	1,250.00	No mortgage to secure this note
James D. Eads, balance.....	5,878.50	.....
Total.....	\$ 21,049.26	

*Mortgage lands in Story county bid in by State and by oversight sold by Board of Supervisors of Story county, for \$207.77, and sale legalized by chapter 173, acts of 1870.

30TH—STATEMENT "S."

Amount of Permanent School Fund and how Invested, June, 1st, 1871.

This fund is composed of the following sums, as near as can be determined from the reports received and the books in this office, to wit :

Amount in the counties, as per County Auditor's reports.....	*\$2891665 87
Amount loaned to the State on bonds drawing eight per cent interest.....	234498 01
Amount due on Ead's loans and sureties estimated to be available.....	10000 00
State bond No. 3, issued for losses to the permanent school fund, November 1st, 1871.....	8558 14
Real estate bought in by the State, for the use of school fund, on foreclosure of mortgages belonging to Ead's loans, and not yet resold.....	16905 00
Amount in hands of State Treasurer.....	3095 00
Total.....	\$3164722 02
Add for discrepancy between the amount of permanent fund in the counties as reported by County Auditors, and the amount as shown by Auditor of State's books.....	\$ 26760 99
Total.....	\$3191483 01

*The amount in the counties, as shown by the Auditor of State's books, is \$2,918,426.86, being \$26,760.99 more than amount shown by County Auditor's reports.

81st.—STATEMENT "T."

Of the apportionment of the interest on the Permanent School Fund made by the Auditor of State, on the 7th day of March, A. D., 1870, as provided by sections 1967, 1969, of the Revision of 1860, and sec. 57, chap. 172, Acts of 1862.

COUNTIES.	No. of Youth.	Amount of Interest de- linquent.	Amount of Interest col- lected.	Amount of Interest ap- portioned.	Warrant on Revenue for deficiency.	Excess paya- ble to Reve- nue.
Adair.....	1015	\$ 1504 49	\$ 1098 12	\$ 375 55	.....	\$ 717 57
Adams	1407	933 97	1248 90	520 59	.....	728 31
Allamakee... ..	7040	5955 64	8645 75	2604 80	.....	1040 95
Appanoose	6429	460 02	1592 44	2378 73	\$ 786 29	.....
Audubon	357	519 02	553 75	132 09	.....	421 66
Benton	7905	4018 46	1904 00	2924 85	1020 85	.....
Black Hawk.	7047	8472 74	2961 37	2607 39	.....	353 98
Boone.....	5280	2407 79	1890 67	1958 60	62 98	.....
Bremer	4320	6056 92	3659 47	1598 40	.....	2061 07
Buchanan.....	5928	715 81	2578 94	3193 37	.....	885 58
Buena Vista.....	152	.....	95 73	56 24	.....	39 49
Butler	3320	2096 51	910 34	1228 40	318 06	.....
Calhoun.....	518	301 98	208 46	191 66	.....	16 80
Carroll.....	640	1628 43	433 10	236 80	.....	201 30
Cass.....	1447	469 13	1077 77	535 39	.....	542 38
Cedar.....	7374	2008 72	2597 83	2728 38	130 55	.....
Cerro Gordo.	1261	1251 09	675 68	466 57	.....	209 11
Cherokee	342	244 34	99 48	126 54	27 06	.....
Chickasaw	3516	1546 27	913 64	1300 92	387 28	.....
Clarke	3297	1414 66	1706 09	1219 89	.....	486 20
Clay.....	239	*150 00	*88 43	88 43	.....	.....
Clayton.....	10014	2907 30	3298 88	3705 18	406 80	.....
Clinton	12031	3644 53	3529 85	4451 47	921 62	.....
Crawford.....	736	1371 69	548 47	272 32	.....	276 15
Dallas.....	4112	1630 39	1464 26	1521 44	57 18	.....
Davis.....	6409	1223 72	1257 70	2371 33	1113 63	.....
Decatur	4650	2282 60	5303 57	1720 50	.....	3583 07
Delaware	6247	735 26	1903 56	2311 39	407 83	.....
Des Moines.....	10269	885 12	2051 76	3799 53	1747 77	.....
Dickinson	424	61 95	64 18	156 88	92 70	.....
Dubuque.....	14634	1313 35	2739 57	5414 58	2675 01	.....
Emmett.....	365	*500 00	*135 05	135 05	.....	.....
Eayette.....	6500	4251 94	4308 52	2405 00	.....	1903 52
Floyd	3197	959 62	1772 86	1182 89	.....	.....
Franklin	1564	2140 44	282 32	578 68	296 36	.....
Fremont.....	3959	1015 26	1752 36	1464 83	.....	287 53
Greene.....	1340	1488 01	1675 22	495 80	.....	1179 42
Grundy.....	1749	*5000 00	*647 13	647 13	.....	.....
Guthrie.....	2116	546 17	1113 65	782 92	.....	330 73
Hamilton.....	1891	1525 95	1012 58	699 67	.....	312 91

* No reports received and amount estimated.

STATEMENT "T"—CONTINUED.

COUNTIES.	Number of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess paya- ble to reve- nue.
Hancock.....	282		\$ 569 29	\$ 104 34		\$ 464 95
Hardin.....	4900	\$ 982 97	1054 52	1813 00	\$ 758 48	
Harrison.....	8057	1834 05	1611 90	1131 09		480 81
Henry.....	7816	3669 98	1402 64	2891 92	1489 28	
Howard.....	2168	2010 92	1360 50	802 16		558 34
Humboldt.....	672	1392 03	348 94	248 64		100 80
Ida.....	76		252 65	28 12		224 53
Iowa.....	5403	3132 27	3758 90	1999 11		1759 79
Jackson.....	8563	2244 18	1732 52	3168 31	1435 79	
Jasper.....	7837	1953 61	1923 98	2899 69	975 71	
Jefferson.....	6739	627 09	1614 52	2493 43	878 91	
Johnson.....	8837	1082 87	1832 97	3269 69	1436 72	
Jones.....	7928	3027 29	2443 24	2933 36	490 12	
Keokuk.....	7304	407 35	1365 75	2702 48	1336 73	
Kossuth.....	810	905 86	608 86	299 70		309 16
Lee.....	13231	3982 16	1279 71	4895 47	3615 76	
Linn.....	10955	784 28	2250 76	4053 35	1802 59	
Louisa.....	4961	655 23	865 69	1835 57	969 88	
Lucas.....	3811	400 96	1271 02	1410 07	139 05	
Lyon.....	Not organized.					
Madison.....	4866	223 23	1755 26	1800 42	45 16	
Mahaska.....	8649	1253 53	2028 10	3200 13	1172 03	
Marion.....	9574	575 81	1579 67	3542 38	1962 71	
Marshall.....	5868	809 63	1980 75	2171 16	190 41	
Mills.....	2824	830 87	1753 48	1044 88		708 60
Mitchell.....	3029	660 75	713 03	1120 73	407 70	
Monona.....	1060	802 69	857 11	392 20		464 91
Monroe.....	4955	942 02	747 39	1833 35	1085 96	
Montgomery.....	1225	2202 10	1361 90	453 25		908 65
Muscatine.....	7859	1053 06	1051 79	2907 83	1856 04	
O'Brien.....	No report. No Fund.					
Oceola.....	Not organized.					
Page.....	3442	684 88	1103 19	1273 54	170 35	
Palo Alto.....	274	126 75	163 86	101 38		62 48
Plymouth.....	324	41 67	462 18	119 88		342 30
Pocahontas.....	324	No fund.		119 88	119 88	
Polk.....	9482	2981 96	1411 68	3508 34	2096 66	
Pottawattamie.....	4393	3417 89	1266 93	1625 41	358 48	
Poweshiek.....	4856	2142 43	8291 27	1796 72		6494 55
Ringgold.....	2086	712 38	1471 61	771 82		699 79
Sac.....	442	1185 00	247 16	163 54		83 62
Scott.....	12767	416 38	2421 80	4723 79	2301 99	
Shelby.....	755	854 25	640 46	279 35		401 11
Sioux.....	No report. No Fund.					
Story.....	3973	715 33	2422 05	1470 01		952 04
Tama.....	5379	1536 81	2825 78	1990 23		835 55
Taylor.....	2462	877 34	938 43	910 94		27 49
Union.....	1970	1781 24	1485 95	728 90		757 05
Van Buren.....	6787	427 17	1244 96	2511 19	1266 23	
Wapello.....	8391	910 99	1213 49	3104 67	1891 18	
Warren.....	6597	799 09	1358 80	2440 89	1082 09	
Washington.....	7820	2893 90	1474 66	2893 40	1418 74	
Wayne.....	4027	1437 76	1185 73	1489 99	344 26	

STATEMENT "T"—CONTINUED.

COUNTIES.	No. of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess pay- able to reve- nue.
Webster	3359	\$ 1645 90	\$ 1435 77	\$ 1242 83	.....	\$ 192 94
Winnebago	477	*176 49	*176 49	176 49	.....	.....
Winneshiek	8271	*5000 00	*3060 27	3060 27	.....	.....
Woodbury	1465	556 46	.....	542 05	\$ 542 05	.....
Worth	961	330 08	515 76	355 57	.....	160 19
Wright	784	419 45	528 27	90 08	.....	238 19
Totals	418168	\$141231 19	\$143564 84			
Medical College Loans		16500 00	.....	.....	.....	.....
Eads' Loans		100000 00	\$ 768 11	.....	.....	768 11
Int. on State Loans .....		.....	10389 21	.....	.....	10389 21
Grand totals..		\$257731 19	\$154722 16	\$154722 16	\$44052 36	\$44052 36

*No reports received, and amounts estimated.

32ND.—STATEMENT "U."

Of the apportionment of the interest on the Permanent School Fund made by the Auditor of State on the 5th day of September, A. D. 1870, as provided by section 1967 and 1969 of the Revision of 1860, and section 57, chapter 172, Acts of 1862.

COUNTIES.	No. of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess pay- able to reve- nue.
Adair	1015	\$ 779 95	\$ 724 54	\$ 203 00	.....	\$ 521 54
Adams	1407	432 77	51 43	281 40	\$ 229 97	.....
Allamakee	7040	2978 83	2668 22	1408 00	.....	1260 22
Appanoose	6429	209 42	323 32	1285 80	962 48	.....
Audubon	357	191 29	508 51	71 40	.....	437 11
Benton	7905	3604 40	639 30	1581 00	941 70	.....
Black Hawk	7047	1651 40	1912 73	1409 40	.....	503 33
Boone	5280	1276 21	1144 64	1056 00	.....	88 64
Bremer	4320	4459 87	1596 73	864 00	.....	732 73
Buchanan	5928	241 10	521 91	1185 60	663 69	.....
Buena Vista	152	None.	None.	30 40	30 40	.....
Butler	3320	1277 10	449 08	664 00	214 92	.....
Calhoun	518	5 56	296 42	103 60	.....	192 82
Carroll	640	826 95	852 34	128 00	.....	724 34
Cass	1447	130 33	363 24	289 40	.....	73 84
Cedar	7374	683 87	1251 03	1474 80	223 77	.....
Cerro Gordo	1261	733 90	482 70	252 20	.....	230 50
Cherokee	342	.....	240 71	68 40	.....	172 31
Chickasaw	3516	928 36	617 91	703 20	85 29	.....
Clarke	3297	1016 75	397 91	659 40	261 49	.....
Clay	239	*100 00	*47 80	47 80	.....	.....
Clayton ..	10014	2144 91	762 39	2002 80	1240 41	.....

*Estimated ; no report having been received.

STATEMENT "U"—CONTINUED.

COUNTIES.						Excess paya- ble to Revo- nue.
Clinton.....					9	
Crawford.....						\$ 295 16
Dallas.....					0	
Davis.....	8409	330 05	911 74	1281 80	870 06	
Decatur.....	4650	618 79	2029 15	980 00		1099 15
Delaware.....	6247	121 49	658 27	1249 40	591 13	
Des Moines.....	10269	481 56	846 27	2053 80	1207 58	
Dickinson.....	424		61 95	84 80	22 85	
Dubuque.....	14684	663 69	767 20	2978 00	2159 60	
Emmet.....	365	122 84	45 27	78 00	27 78	
Fayette.....	6500	2983 45	1164 17	1800 00	185 83	
Floyd.....	3197	690 48	340 09	639 40	299 81	
Franklin.....	1564	1488 13	70 00	812 80		57 19
Fremont.....	3959	878 95	594 69	791 80	197 11	
Greene.....	1340	679 20	997 15	268 00		729 15
Grundy.....	1749	192 68	4550 60	849 80		4200 80
Guthrie.....	2116	31 17	535 94	428 20		112 74
Hamilton.....	1891	948 08	577 92	378 20		199 72
Hancock.....	282	187 46	481 81	56 40		424 91
Hardin.....	4900	314 33	811 50	980 00	168 50	
Harrison.....	3057	592 27	1072 07	611 40		460 67
Henry.....	7816	403 64	416 27	1568 20	1148 93	
Howard.....	2168	2380 18	478 46	433 60		44 86
Humboldt.....	672	1146 60	245 43	134 40		111 03
Ida.....	76	12 78	None.	15 20	15 20	
Iowa.....	5403	945 78	2606 02	1080 60		1525 42
Jackson.....	8563	1627 38	616 80	1712 60	1095 60	
Jasper.....	7887	1140 71	812 90	1567 40	754 50	
Jefferson.....	6739	184 00	540 80	1347 80	807 00	
Johnson.....	8887	149 60	768 45	1767 40	998 95	
Jones.....	7928	1471 36	1555 98	1585 60	29 67	
Keokuk.....	7304	204 80	700 00	1460 80	1222 38	
Kossuth.....	810	193 11	472 74	162 00		810 74
Lee.....	18231	3982 16	1674 86	2646 20	971 34	
Linn.....	10955	380 90	662 78	2191 00	1528 22	
Louisa.....	4961	214 42	465 10	992 20	527 10	
Lucas.....	3811	44 00	877 76	762 20	334 44	
Lyon.....	Unor	ganized.				
Madison.....	4866	779 66	149 44	973 20	823 76	
Mahaska.....	8649	698 70	634 94	1729 80	1094 86	
Marion.....	9574	770 00	458 87	1914 80	1455 93	
Marshall.....	5868	170 73	638 27	1173 60	535 38	
Mills.....	2824	404 06	533 82	564 80	80 98	
Mitchell.....	8029	546 26	114 49	605 80	491 81	
Monona.....	1060	360 87	447 10	212 60		235 10
Monroe.....	4953	681 29	260 73	991 00	730 27	
Montgomery.....	1225	1729 71	584 55	245 00		339 55
Muscatine.....	7859	597 77	480 29	1571 80	1111 51	
O'Brien.....	No re	port. No	Fund.			
Osceola.....	Unor	ganized.				
Page.....	3442	258 28	441 07	688 40	247 33	
Palo Alto.....	974	49 14	85 20	54 80		80 40
Plymouth.....	824	None.	39 40	64 80	25 40	
Pocahontas.....	324	No report.		64 80	64 80	

STATEMENT "U"—CONTINUED.

COUNTIES.	No. of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess pay- able to reve- nue.
Polk	9482	\$ 1726 87	1650 13	1896 40	246 27	.....
Pottawattamie	4393	2236 75	1326 84	878 60	.....	448 24
Poweshiek	4856	1449 97	876 13	971 20	95 07	.....
Ringgold	2086	265 59	446 38	417 20	.....	29 18
Sac	442	1108 93	76 07	88 40	12 33	.....
Scott	12767	154 80	369 09	2553 40	2184 31	.....
Shelby.....	755	37 99	800 26	151 00	.....	649 26
Sioux	No re- port.	No	Fund.	.....	.....	.....
Story	3973	327 67	957 81	794 60	.....	163 21
Tama.....	5379	561 51	1124 44	1075 80	.....	48 64
Taylor.....	2462	429 17	448 17	492 40	44 23	.....
Union.....	1970	1206 36	614 53	394 00	.....	220 53
Van Buren.....	6737	230 87	196 30	1357 40	1161 10	.....
Wapello... ..	8891	445 76	499 84	1678 20	1178 36	.....
Warren	6597	325 74	524 06	1319 40	795 34	.....
Washington.....	7820	1602 62	1581 53	1564 00	.....	17 53
Wayne	4027	551 36	1225 45	805 40	.....	420 05
Webster	3359	1094 39	613 06	671 80	58 74	.....
Winnebago.....	477	*200 00	*95 40	95 40	.....	.....
Winneshiek	8271	1422 56	1001 73	1654 20	652 47	.....
Woodbury... ..	1465	No report.	None.	293 00	293 00	.....
Worth	961	50 21	393 43	192 20	.....	201 23
Wright.....	784	178 38	231 19	156 80	.....	74 39
Totals.....	418168	74832 01	67527 24			
Eads' Loans.....	.....	*100000 00	253 79	.....	.....	253 7
Int. on State Loans	.....	.....	15852 57	.....	.....	15852 5
Grand totals..	.....	174832 01	83633 60	83633 60	33492 59	33492 59

*Estimated ; no report having been received

33RD.—STATEMENT "V."

Of the apportionment of the interest on the Permanent School Fund made by the Auditor of State on the 13th day of March, A. D. 1871, as provided by sections 1967 and 1969, of the Revision of 1860, and section 57, chapter 172, Acts of 1862.

COUNTIES.	No. of Youth	Amount of interest de- linquent	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess pay- able to reve- nue.
Adair.....	1434	2032 80	895 76	501 90	.....	393 86
Adams	1686	1409 17	1165 01	590 10	.....	574 91
Allamakee.....	7436	5429 74	4232 31	2602 60	.....	1629 74
Appanoose	6476	496 21	1336 03	2266 60	930 57	.....
Audubon'.....	426	754 88	609 23	149 10	.....	460 13
Benton.....	8139	4322 87	1655 71	2848 65	1192 94	.....

STATEMENT "V"—CONTINUED.

COUNTIES.	No. of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess paya- ble to reve- nue.
Black Hawk.....	7726	\$ 3246 89	\$ 2696 36	\$ 2704 10	\$ 7 74	.....
Boone.....	5341	2645 52	1585 46	1869 35	283 89	.....
Bremer.....	4630	3861 09	3195 35	1. 20 50	.....	\$ 1574 85
Buchanan.....	6170	381 13	2254 93	2161 60	.....	93 33
Buel's Vista.....	468	None.	125 34	163 80	34 46	.....
Butler.....	8742	2559 65	1032 09	1309 70	277 61	.....
Calhoun.....	592	318 34	197 66	207 20	9 54	.....
Carroll.....	860	1673 70	475 81	301 00	.....	174 81
Cass.....	1928	606 98	1097 96	674 80	.....	423 16
Cedar.....	7248	2495 64	2614 81	2536 80	.....	78 01
Cerro Gordo.....	1660	1572 24	456 36	581 00	124 64	.....
Cherokee.....	633	387 86	74 95	221 55	146 60	.....
Chickasaw.....	4000	1584 40	1321 95	1400 00	78 05	.....
Clarke.....	3490	2316 73	1413 73	1221 50	.....	192 23
Clay.....	467	334 35	181 41	163 45	.....	17 96
Clayton.....	10876	4072 29	2904 57	3806 60	902 03	.....
Clinton.....	12020	3411 44	3087 10	4207 00	1119 90	.....
Crawford.....	817	1425 11	819 71	285 95	.....	533 76
Dallas.....	4551	2109 37	2109 43	1592 85	.....	516 58
Davis.....	6318	940 19	1395 74	2211 30	815 56	.....
Decatur.....	4791	3368 34	1523 03	1676 85	153 82	.....
Delaware.....	6357	815 63	1831 78	2224 95	393 17	.....
Des Moines.....	10369	1336 31	1802 04	3629 15	1827 17	.....
Dickinson.....	528	79 17	46 98	184 80	137 82	.....
Dubuque.....	14923	1098 34	3416 45	5223 05	1806 60	.....
Emmet.....	359	411 78	387 09	125 65	.....	261 44
Fayette.....	7202	3857 25	4362 53	2520 70	.....	1841 83
Floyd.....	3851	1386 22	1736 41	1347 85	.....	388 56
Franklin.....	1889	1923 92	1089 89	661 15	.....	428 74
Fremont.....	4120	1729 59	1595 43	1442 00	.....	153 43
Greene.....	1498	2038 14	1751 94	624 30	.....	1227 64
Grundy.....	2112	958 01	2220 96	739 20	.....	1481 76
Guthrie.....	2499	826 01	883 41	874 65	.....	8 76
Hamilton.....	2212	2081 77	1159 42	774 20	.....	385 22
Hancock.....	494	817 35	449 58	172 90	.....	276 68
Hardin.....	5389	1183 10	1431 18	1886 15	454 97	.....
Harrison.....	3396	1588 32	1088 49	1188 60	100 11	.....
Henry.....	7983	914 39	909 80	2794 05	1884 25	.....
Howard.....	2349	4173 63	1535 17	823 15	.....	713 02
Humboldt.....	846	2291 29	601 18	29 10	.....	305 08
Ida.....	67	144 74	278 32	23 45	.....	254 87
Iowa.....	6060	5753 29	4410 46	2121 00	.....	2289 46
Jackson.....	8350	1916 31	2029 05	2922 50	893 45	.....
Jasper.....	8527	1451 51	2453 50	2984 45	530 95	.....
Jefferson.....	6743	520 50	1678 83	2360 05	681 22	.....
Johnson.....	9506	1304 85	1876 52	3327 10	1450 58	.....
Jones.....	8023	3211 72	2990 58	2808 05	.....	182 53
Keokuk.....	7064	782 22	1038 80	2472 40	1433 60	.....
Kossuth.....	1049	1749 73	753 60	36 15	.....	386 45
Lee.....	13772	3025 00	2037 23	4820 20	2782 97	.....
Linn.....	11636	901 79	2216 71	4072 60	1855 89	.....
Louisa.....	4484	516 70	1116 36	1569 40	453 04	.....
Lucas.....	3992	769 07	610 09	1397 29	787 11	.....

STATEMENT "V."—CONTINUED.

COUNTIES.	No. of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess paya- ble to reve- nue.
Lyon.....	Unorganized.					
Madison	5086	\$ 84 82	\$ 1883 70	\$ 1780 10		\$ 103 60
Mahaska	864	1601 94	1603 97	3026 10	\$ 1422 13	
Marion.....	9880	352 72	1847 80	3458 00	1610 20	
Marshall	6124	1192 24	1553 75	2143 40	589 65	
Mills	3070	978 04	1717 73	1074 50		643 23
Mitchell	3365	756 23	670 59	1177 75	507 16	
Monona	1123	730 80	896 80	393 05		508 75
Monroe	4989	1420 99	504 23	1746 15	1241 92	
Montgomery	1933	2867 43	1226 06	676 55		546 51
Muscatine	7912	1038 61	1293 03	2769 20	1476 17	
O'Brien	43	No fund.	No fund.	14 70	14 70	
Osceola	Unorganized.					
Page	3440	1140 81	1011 95	1204 00	192 05	
Palo Alto	420	659 31	434 42	147 00		287 42
Plymouth	734	232 68	911 28	256 90		654 38
Pocahontas	519	None.	342 13	206 85		135 28
Polk	9653	2360 60	1730 40	3378 55	1648 15	
Pottawattamie	5289	3598 04	2322 91	1851 15		491 76
Poweshiek	5571	3319 35	3673 75	1949 85		1723 90
Ringgold	2232	800 55	1385 58	781 20		604 33
Sac	397	1478 83	224 71	138 95		85 76
Scott	13500	387 20	2591 18	4725 00	2133 82	
Shelby	973	959 69	583 49	340 55		242 94
Sioux	305	No report.	No fund.	106 75	106 75	
Story	4298	1528 67	1429 05	1504 30	75 25	
Tama	5799	1462 78	2749 73	2029 65		720 08
Taylor	2778	1503 08	1074 19	972 30		101 89
Union	2146	2417 33	1253 96	751 10		502 86
Van Buren	6720	586 20	1342 30	2352 00	1009 70	
Wapello	8438	1131 60	1222 64	2953 30	1730 66	
Warren	6762	598 91	1361 90	2366 70	1004 80	
Washington	7793	3127 86	1639 10	2727 55	1088 45	
Wayne	4440	1754 44	1150 28	1554 00	403 72	
Webster	3606	2037 88	1758 69	1262 10		496 59
Winnebago	569	497 82	46 64	199 15	152 51	
Winneshiek	8900	3287 33	2976 96	3115 00	138 04	
Woodbury	2158	1222 00	831 99	755 30		76 69
Worth	1092	436 18	811 57	382 20		429 37
Wright	858	724 03	628 52	300 30		327 92
Totals	443212	\$150590 75	\$140934 20			
Eads' Loans		100000 00	406 24			406 24
Interest on State Loans			13783 67			13783 67
Grand totals....		\$250590 75	\$155124 20	\$155124 20	\$40100 02	\$40100 02

34TH—STATEMENT "W."

Of the apportionment of the Interest on the Permanent School Fund made by the Auditor of State on the 4th day of September, A. D. 1871, as provided by Section 1967 and 1969, of the Revision of 1860, and Section 57, Chapter 172, Acts of 1862.

COUNTIES.	Number of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess paya- ble to reve- nue.
Adair	1484	\$ 1411 06	\$ 621 74	\$ 229 44	.....	\$ 392 80
Adams	1686	898 40	785 89	269 76	.....	466 13
Allamakee	7436	3433 87	1995 87	1189 76	.....	806 11
Appanoose	6476	210 —	252 19	1036 16	\$ 783 97	.....
Audubon	426	485 01	314 35	68 16	.....	246 19
Benton	8139	3597 89	685 38	1302 24	616 86	.....
Black Hawk	7726	2096 95	1338 15	1236 16	.....	101 99
Boone	5341	1238 26	1338 72	854 56	.....	484 16
Bremer	4630	2344 57	1516 52	740 80	.....	775 72
Buchanan	6176	211 70	340 93	988 16	647 23	.....
Buena Vista	468	None.	None.	74 88	74 88	.....
Butler	3242	1685 84	493 10	598 72	105 62	.....
Calhoun	592	.....	318 35	94 72	.....	223 63
Carroll	860	697 44	976 26	137 60	.....	838 66
Cass	1928	146 83	461 46	308 48	.....	152 98
Cedar	7248	1473 61	1022 03	1159 68	137 65	.....
Cerro Gordo	1660	1070 35	501 89	265 60	.....	236 29
Cherokee	633	10 67	348 20	161 28	.....	246 92
Chickasaw	4000	951 45	632 85	640 00	7 15	.....
Clarke	3490	1767 21	549 52	558 40	8 88	.....
Clay	467	24 —	326 01	74 72	.....	251 29
Clayton	10876	2920 87	1151 42	1740 16	588 74	.....
Clinton	12020	2359 66	1051 78	1928 20	871 42	.....
Crawford	817	715 50	709 61	130 72	.....	578 89
Dallas	4551	1164 07	1005 20	728 16	.....	277 04
Davis	6318	257 96	791 07	1010 88	219 81	.....
Decatur	4791	1744 97	— †	766 56	766 56	.....
Delaware	6357	315 83	585 90	1017 12	481 22	.....
Des Moines	10369	681 43	654 88	1659 04	1004 16	.....
Dickinson	528	.....	79 17	84 48	5 31	.....
Dubuque	14923	282 22	822 58	2387 66	1565 10	.....
Emmet	359	97 92	313 85	57 44	.....	256 42
Fayette	7202	2903 97	1135 12	1152 32	17 20	.....
Floyd	3851	894 81	491 41	616 16	124 75	.....
Franklin	1889	1665 76	301 02	302 24	1 22	.....
Fremont	4120	884 60	1067 13	659 20	.....	407 93
Greene	1498	1109 96	928 18	239 68	.....	638 50
Grundy	2112	461 25	533 48	337 92	.....	195 56
Guthrie	2499	245 93	606 58	399 84	.....	206 74
Hamilton	2212	1138 34	943 43	353 92	.....	589 51

† \$1,531.31 collected and transferred to Permanent Fund, per order, dated July 11, 1871.

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STATEMENT "W."—CONTINUED.

COUNTIES.	Number of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess paya- ble to reve- nue.
Hancock	494	\$ 479 08	\$ 294 06	\$ 79 04	.....	\$ 215 02
Hardin	5389	290 23	904 66	862 24	.....	42 42
Harrison.....	3396	583 40	1004 92	543 86	.....	461 56
Henry.....	7983	698 21	263 34	1277 28	\$ 1013 94	.....
Howard	2349	3045 44	1128 19	875 84	.....	752 35
Humboldt	846	1148 82	541 30	135 36	.....	405 94
Ida	67	93 52	51 25	19 72	.....	40 53
Iowa	6060	1492 44	1421 04	969 60	.....	451 44
Jackson	8350	1102 39	813 92	1336 00	522 08	.....
Jasper.....	8527	694 83	756 68	1364 32	607 64	.....
Jefferson	6743	177 03	501 20	1078 88	577 98	.....
Johnson.....	9506	627 20	608 94	1520 96	912 02	.....
Jones ...	8023	3211 72	1495 04	1283 68	.....	211 39
Keokuk	7477	110 39	811 15	1196 32	385 17	.....
Kossuth	1049	1295 69	454 04	167 84	.....	286 20
Lee	13772	3025 00	515 50	2203 52	1688 02	.....
Linn	11636	319 73	1944 01	1861 76	.....	82 25
Louisa	4526	174 65	365 08	724 16	359 08	.....
Lucas	3992	227 80	84 70	638 72	554 02	.....
Lyon.....	Unorg	anized.	.....	.....	.....	.....
Madison.....	5086	34 70	41 83	813 76	771 93	.....
Mahaska	8646	786 96	909 81	1383 36	473 55	.....
Marion	9880	181 74	341 92	1580 80	1238 88	.....
Marshall.....	6124	269 50	922 77	979 84	57 07	.....
Mills	3070	266 29	720 86	491 20	.....	229 66
Mitchell.....	3365	516 79	235 —	538 40	303 40	.....
Monona	1123	301 89	484 80	179 62	.....	304 62
Monroe.....	4989	1089 48	357 18	798 24	441 06	.....
Montgomery.....	1938	2433 26	429 17	309 28	.....	119 89
Muscatine	7912	500 10	538 51	1265 92	727 41	.....
O'Brien	42	No fund.	.....	6 72	6 72	.....
Osceola.....	Unorg	anized.	.....	.....	.....	.....
Page	3440	410 58	764 38	550 40	.....	213 98
Palo Alto.....	420	247 45	411 86	67 20	.....	344 66
Plymouth	734	None.	232 68	117 44	.....	115 24
Pocahontas	591	None.	None.	94 56	94 53	.....
Polk	9653	1667 56	1314 48	1544 48	230 05	.....
Pottawattamie....	5289	1462 16	2135 29	846 24	.....	1289 05
Poweshiek.....	5571	2983 99	824 14	891 86	67 22	.....
Ringgold	2232	129 90	670 65	357 12	.....	313 51
Sac ...	397	1255 81	252 02	63 52	.....	188 50
Scott	13500	140 40	363 70	2160 —	1796 30	.....
Shelby	973	.....	964 76	155 68	.....	809 08
Sioux	305	No fund.	.....	43 80	48 80	.....
Story	4298	622 84	1003 47	687 68	.....	315 79
Tama	5799	133 91	1328 87	927 84	.....	401 03
Taylor .	2778	888 53	614 55	444 48	.....	170 07
Union.....	2146	1355 74	1061 59	343 36	.....	718 23
Van Buren.....	6720	226 57	385 77	1075 20	689 43	.....
Wapello	8438	524 67	771 04	1350 08	579 04	.....
Warren	6762	267 78	375 58	1081 92	706 34	.....
Washington ...	7793	1316 41	2102 73	1246 88	.....	855 85
Wayne	4440	403 66	1517 04	710 40	.....	807 54

1893

STATEMENT "W"—CONTINUED.

COUNTIES.	No. of Youth.	Amount of interest de- linquent.	Amount of interest col- lected.	Amount of interest ap- portioned.	Warrant on revenue for deficiency.	Excess pay- able to reve- nue.
Webster.....	3606	\$ 1495 80	\$ 652 62	\$ 576 96	.....	\$ 75 66
Winnebago.....	569	403 73	94 09	91 04	.....	3 05
Winneshiek	8900	2373 31	914 02	1424 00	\$ 509 98	.....
Woodbury.....	2158	662 22	559 78	345 28	.....	214 50
Worth	1092	151 95	296 30	174 72	.....	121 58
Wright	856	302 03	426 22	137 28	.....	288 94
Totals.....	448667	88179 83	66920 11			
Eads' Loans.....	.....	*100000 00	132 00	.....	.....	132 00
Int. on State Loans	.....	.....	3934 61	.....	.....	3934 61
Grand totals..	...	\$188179 83	\$ 70986 72	\$ 70986 72	\$23839 12	\$23839 12

*Estimated.

REPORTS FROM THE ATTORNEY-GENERAL.

The following reports received from the Attorney-General, Hon. Henry O'Connor, relative to his action under resolution No. 12 of the Eleventh General Assembly concerning the Swamp Land Indemnity funds; also, a report of his action under joint resolution, No. 13, of the Thirteenth General Assembly, relative to the School Fund loan to the medical college at Keokuk, has just been furnished to me and is presented in this report.

HON. JOHN RUSSELL, AUDITOR OF STATE:

SIR:—I beg to submit to you for the information of the General Assembly the following statement of proceedings had in relation to the Swamp Land Indemnity Fund, in pursuance of resolution, No. 12, of the Eleventh General Assembly:

On assuming the duties of Attorney-General, in 1869, I found the case of the State of Iowa for the use of Boone and other counties vs. R. G. Orwig pending in the District Court of Polk county. The case had been commenced by my predecessor, Hon. F. E. Bissell, and by him prosecuted through a difficult and protracted trial before the referee, Hon. C. C. Nourse, whose finding and report was filed at the then pending term of the District Court. Upon that report

judgment was rendered in August, 1869, in favor of the plaintiff for the sum of thirty-seven thousand dollars, with a decree of foreclosure and sale of the property embraced in a trust-deed previously given by R. G. Orwig and Maria S. Orwig to B. F. Allen, in trust, to secure the alleged defalcation of the said Orwig in relation to the Swamp Land Indemnity Fund.

Executions were subsequently issued on this judgment, and the trust property sold, upon all of which property the State was the purchaser. The nominal amount realized from these sales was about twenty-six thousand dollars, but in order to make the property available for any pecuniary purpose, the State had to pay out for the purpose of relieving the property from prior liens, about eleven thousand dollars, and in costs and expenses about three thousand dollars.

The defendant has contested the claims of the State at every step, and in every possible way, by appeals and injunctions, so that many suits have originated out of the original proceeding, the last of which was an action for possession of the property now occupied by the defendant as a residence. This last case was commenced by the State in 1869, in the District Court of Polk county. The defendant obtained a change of venue to Jasper county, where the suit was prosecuted, and at the April term, 1871, judgment rendered in favor of the plaintiff. From this latter judgment the defendant appealed to the Supreme Court, where the case is now pending, and the determination of which it is believed and hoped will end this tedious and seemingly never ending litigation.

There is yet due on the judgment, including the accrued interest, something over twenty thousand dollars.

The paper mill property was sold for six thousand dollars. The property on the corner of Fourth and Walnut street was sold for nine thousand dollars, and the small house and lot on Locust street for six hundred dollars. The property known as the Orwig residence is still in the hands of the State. It can be sold for about eight thousand dollars, and the only obstacle to its immediate sale is the continued possession of it by defendant.

I beg also to submit to you the following statement in reference to the proceedings had in relation to loan to Keokuk Medical Collee, in

pursuance of directions to the Attorney-General in joint resolution No. 13, of the Thirteenth General Assembly.

I found the only available security for said loan to be the land which was formerly the site of said Medical College, consisting of ten lots in one block in the city of Keokuk. The college buildings on this land were burned sometime in 1864, while being occupied as a military hospital for United States troops. The Medical College had previously been removed to other premises upon which the State had no lien.

The lots first above named were embraced in a mortgage made to the State by the trustees and faculty of the college at the time the loan was obtained. Before proceedings were commenced, I received from Doctor J. C. Hughes, through his attorneys, Hon. Gibson Brown, and Gilmore and Anderson, a proposition for compromise, which I submitted to the Census Board for their advice, and being sustained in my own conviction, by their unanimous voice, that the interest of the school fund would be best subserved by this course, I finally settled the claim, Doctor Hughes paying to the State fifteen hundred dollars in cash, and suffering the foreclosure of the mortgage.

The defendant also paid an attorney's fee of one hundred dollars, which I paid to Hon. R. P. Lowe, who rendered me most efficient assistance in the settlement of the claim and the foreclosure proceedings.

The title to the lots is now clear in the State, and the property estimated to be worth about five thousand dollars.

Very respectfully, etc.,

HENRY O'CONNOR,

Attorney-General.

REMARKS AND SUGGESTIONS RELATING TO VARIOUS SUBJECTS.

SCHOOL FUND.

Since I came into office in January last, I have endeavored to gather together many scattering school fund items and to have them placed in such a condition as to render them available, and productive at the earliest practicable period. I found in several instances

that judgments had been procured, on mortgages given for loans made by J. D. Eads, which had been allowed to remain unnoticed and no attempt made to enforce collection. I have called the attention of District Attorneys to such cases and instructed them to have executions issued and collections made as soon as practicable. In several instances, I have also found that lands had been sold and bid in for the State, on Eads' claim, of which no return had been made and no deeds for the lands bid in had been given and forwarded to the State authorities. In such cases I have endeavored to procure the deeds to have them recorded in the State Land Office.

There are quite a number of tracts of land, and many town lots which have been bid in by the State, and still held by it, on judgments taken for Eads' loans, which in my opinion would better be sold, and the proceeds placed in the Permanent School Fund, to be loaned, and made productive as soon as possible. So long as the State holds those lands and town lots, the aggregate amount of loss sustained to the Permanent School Fund, by Eads' loans, cannot be correctly ascertained. I believe, however, that the loss to the Permanent School Fund from this source will be about fifty thousand dollars. The loss of interest to the Temporary, or Distributive School Fund, will exceed one hundred thousand dollars, making a total loss to the Public School Fund from the Eads' defalcation of over \$150,000.00. In my opinion the State should reimburse the amount of the principal, at least, and provide for the issue of a State Bond to the Permanent Fund for the amount of principal lost, and bearing the same rate of interest as now paid by the State on bonds already issued for the use of this fund. The loss having occurred previous to the adoption of the present constitution, it would require the action of the General Assembly to provide for issuing bonds for it. All the money and the proceeds of the lands donated by the general government to the State for educational purposes should be sacredly preserved undiminished for all time to come, and the proceeds applied to aid in providing to each child in the State the means of receiving a good education. There are a number of instances where losses to the Permanent Fund have occurred that date back of the adoption of the new constitution. In order to provide for all of these, I would recommend the passage of a law pro-

viding for the issue of State bonds for all losses that come under this class, which would embrace the Eads' loss as well as all others. Under chapter 148, acts of 1862, the counties are made liable for all losses to the School Fund, "provided, however, that any county may discharge itself from any liability in any case by showing that the alleged loss was not incurred by reason of any default of her officers, or by taking insufficient or imperfect securities." See section one of the acts referred to. Under this law the counties are responsible for losses after the date of its passage. There is, however, no one designated by the law who is empowered to determine the loss, or fasten the responsibility on the counties, and compel the county authorities to reimburse the fund; neither is any one empowered to determine cases which may arise where counties may claim to be released under the proviso of the law before quoted. I would recommend that the law be so amended as to confer upon the Auditor of State the power to determine upon and fasten the responsibility for losses, with authority to enforce the reimbursement of the fund by the boards of supervisors, without delay, as soon as losses may be ascertained.

I have endeavored to ascertain as nearly as practicable the amount of losses that occurred to the permanent fund in counties prior to the adoption of the new Constitution, with a view to recommend your honorable body to prescribe and fix a definite amount for which a bond should be issued. I found it impossible, on examining the old papers on file in this office, to be able to form definite conclusions as to the true amounts of the various losses which occurred up to the period when the control of the fund was removed from the school fund commissioners and county judges, and transferred to the boards of supervisors. Up to that time the reports and papers present, in most instances, very unsatisfactory data from which to arrive at definite and correct conclusions. I conclude, however, from a perusal of the information within my reach, that the aggregate amount of loss to the permanent fund in the counties prior to the adoption of the new Constitution, would be about ten thousand dollars. In view of the fact that this loss has been long standing, and that no interest has been realized from the money, I would recommend your honorable

body to provide for the assumption of this amount by the State, being, I believe, as near an approximation to the actual losses as can now be reached. Assuming, then, the loss incurred to the permanent fund by Eads' loans, to be fifty thousand dollars, and the amount lost in the counties prior to the adoption of the new Constitution, to be ten thousand dollars, I would advise that provision be made for the issue of a bond covering both amounts, being sixty thousand dollars.

Under the provisions of chapter 134, acts of the Tenth General Assembly, the Auditor is authorized to audit all losses to the Permanent School Fund, as provided for in section 3, article 7, of the Constitution. I found on reference to the last Auditor's Report made by my predecessor, that no losses had been audited under this law, he having called the attention of the Thirteenth General Assembly to the fact that many of the losses had occurred prior to the adoption of the Constitution, and urged the propriety of conferring authority on the Auditor to audit *all* losses that had occurred on loans made prior to the passage of chapter 148, acts of 1862. With a view, I suppose of being invested with this power, he probably deferred auditing the losses that had occurred after the adoption of the Constitution and prior to the passage of the law of 1862, making the counties conditionally responsible. The Legislature having failed to confer the authority desired, I have audited those losses and found the aggregate amount to be \$8,558.14, for which I issued a bond bearing interest at the rate of eight per cent per annum, payable semi-annually on the first day of January and July of each year. A detailed statement showing the amount lost in each county will be found elsewhere in this report.

In addition to the losses to the permanent fund heretofore enumerated, it appears from reports received from the Attorney-General of his action under Joint Resolution No. 13, passed by the Thirteenth General Assembly, that there is a loss of ten thousand four hundred and fifty dollars, resulting from a loan made to the College of Physicians and Surgeons at Keokuk, under the authority of a law, approved, March 15th, 1858. It appears that the whole amount realized from the securities in the case, was four thousand, five hundred and fifty dollars, leaving the amount of loss as above stated. In

effecting the settlement, ten lots were bid in by the State for three thousand and fifty dollars. In re-sale, it may be that these lots will bring a little more; if so, the amount of loss will be reduced accordingly. In view of the fact that no interest has ever been paid on this loan, I would suggest that the State assume the full amount of the loss as it now stands, and if any advance is obtained on the price paid by the State for the lots, let it go into the temporary fund. This amount added to the others already enumerated, would, I believe, cover all losses to the permanent school fund for which the State should be responsible. To recapitulate, they would be as follows, viz:

Losses by Eads' Loans.....	\$50000 00
Losses by counties prior to the adoption of the Constitu- tion	10000 00
Loss on Medical College Loan.....	10450 00
Total amount for which bonds should be issued.....	<u>\$70450 00</u>
Amount already audited as losses in counties, and for which bond is issued.....	8558 14
Total amount of losses.....	<u>\$79008 14</u>

RECEIPTS AND DISBURSEMENTS.

It will be seen by reference to tables in that portion of this report relating to school fund accounts, that fifty thousand three hundred and eighteen and 78-100 dollars has been distributed to counties to be loaned during the present year. Twenty-three thousand eight hundred and ninety-four dollars of this amount had been received in March, 1870, from the U. S. Government as the proceeds of five per cent from the Sales of public lands sold in the State. The sum of ten thousand eight hundred and ninety-eight and 36-100 dollars was composed of a balance in the Treasury at the date of the last report of my predecessor, and various amounts received from Eads' loans and securities. These amounts, making in all \$34792 36, I found in the treasury when I came into the office. On the 4th of March, I furnished the State Treasurer with a list of counties having less than the average amount of school fund in proportion to their population, and advised him to distribute the whole amount on hand amongst

them as indicated by the table in this report. This was done. In August, 1871 another installment of \$15250 16 five per cent funds was received from the general government, which was distributed also on Sept. the 18th, 1871, as shown by table already referred to—making the total amount sent out for loan in the counties as before stated. In making the distribution, I discriminated in favor of counties which showed by the reports on file here that no large amounts were kept on hand unloaned, and whose management of the fund had been conducted safely and efficiently.

MANAGEMENT OF THE FUND.

It has been the opinion of a number of excellent State officers, whose views are entitled to great consideration, that the whole of the permanent fund should be gradually called in from the counties and used by the State for purposes of public improvements, erecting buildings for the various institutions, and for other extraordinary expenditures, as they may be needed. Some have suggested that the money would be safer, and a larger amount of interest would be realized from it, if invested in United States Bonds. Having had my attention frequently called to this subject, when a member of the General Assembly, I had given it some consideration. Since coming into this office, I have had further opportunities of giving it a more full and extended investigation. In view of all the facts and arguments I have seen advanced in favor of the project of calling in the fund from the counties, I must differ from those eminent gentlemen, who have recommended it to the favorable consideration of previous General Assemblies. I do not believe that the State should encumber its citizens with a large permanent indebtedness of over three millions of dollars, to be still further increased by additions to the fund as the lands are sold, and from further donations from the general government are received the as five per cent of proceeds of sales of the public lands. I believe it is poor policy on the part of an individual or a State to incur a large permanent indebtedness, on which interest would have to be paid. It has been said by some, that because the State is responsible for the preservation of the fund, and has the control of it, that its absorption could not

be considered in the light of a State debt, as a State could not become a debtor to itself. It matters not what technical or legal construction might be adopted in regard to it, the fact would be the same that its absorption would be for all practical purposes, a State indebtedness on which interest would have to be paid indefinitely, and collected from the whole people by permanent taxation, thus entailing for all time to come, a burden to be provided for by the additional annual levy necessary to meet it. It has also been supposed that, by disposing of the fund in this way, a larger income would be realized and the educational interests of the State would be better provided for. I have endeavored to ascertain as near as practicable, the amount of interest realized on the whole amount of the fund now in the hands of the counties; it is impossible to ascertain precisely the true amount on which the estimate should be made, on account of the ever varying character of the fund. This will inevitably be the case for some time to come, as contracts will continue to be forfeited, and re-sales continue to be made, until all the lands are finally patented and permanently disposed of; even then, there will be foreclosures and lands bid in by the State, to be again re-sold. In view of these facts, it is impossible to precisely ascertain the actual amount on which a perfectly correct estimate could be made. Taking the whole amount of interest actually collected in the counties during the past two years, we have an average amount of \$209,473.29 for each year. The total amount of principal in the hands of the counties, as shown by the date of the last reports received from county Auditors at this office, is \$2,891,665.87. This would not be the correct amount on which to estimate the per centage of interest collected, as the fund has been recently increased over fifty thousand dollars by distribution of five per cent fund, and amounts received from Eads' loans already referred to, and on which no interest has yet been collected. The amount has also been increased from other sources since the date of the last report of my predecessor, to the amount of \$249,315.63, so that interest could not have been collected on all of that amount; probably \$100,000.00 would be a fair amount to estimate as bearing interest for the two years, which would make a total of what should be interest bearing funds in the counties, on which to estimate the percentage of interest collected of \$2,692,031.46. The average amount

actually collected in the counties, and distributed annually, being \$209, 473.29, would show that over seven and three-fourths per cent per annum has been realized during the last two years. It will be remembered that the minimum rate of interest from 1st of January, 1864, was fixed at eight per cent, until March 30th, 1870, when ten per cent was again fixed as the minimum rate. A large proportion of the fund must have been loaned under the eight per cent rate. In view of these facts, it would seem that the amount of interest actually realized from the fund as now loaned, is far greater than it would have been if invested in United States Bonds, and but little less than the interest now paid by the State, for the amount of fund already invested in its bonds. Under the law as it now stands, fixing the rate of interest at ten per cent, we may reasonably expect that the average rate likely to be realized, will rise above eight per cent per annum. I then conclude, in view of all the facts presented, that it would be well to leave the fund in the several counties as long as the present rates of interest can be realized for it.

I would, however, suggest some changes in the law, which I will now present. I would recommend that the Auditor be required within the ensuing two years to effect full and complete settlements with all the counties, and definitely ascertain, as far as practicable, the true amount of funds on hand for which each county should be responsible, and thus establish a new point from whence all future discrepancies could be traced. There are probably fifty counties in the State—principally the older counties—with whom there would be no particular difficulty. In the others it would require considerable time and patient investigation, in order to arrive at correct conclusions. This could only be satisfactorily accomplished through personal examinations of all the papers and records in the hands of the county authorities. I find it a difficult matter to obtain from county Auditor's reports, the preparation of which involves a large amount of labor, they frequently assuring me that they cannot spare the time from their other duties necessary to prepare them. It would therefore be necessary to make an appropriation sufficient to pay for the expense which would be necessarily incurred. It would be necessary to employ some competent accountant and thorough business man to perform this duty, as the ordinary business of the Auditor's

office is such as to fully employ the whole time of all the force provided for it. It is now thirteen years since final settlements were made between this office and the counties. Many of those were imperfect and unsatisfactory. I believe the only way to obtain a true starting point is the one I have here suggested.

I would also recommend for your consideration the propriety of holding the counties responsible for a specific amount of interest on the amount of money in their possession. Suppose the ruling rate of interest is ten per cent, I would say that the county should pay eight per cent annually on the whole amount on hand. Thus giving the counties the power, by a careful management of the fund, to realize a small per centage, and furnish to the officers of each county an inducement to collect the interest and provide a reward for vigilance and care. This I think would be calculated to induce the county officers to make especial efforts to keep the whole amount of the fund continually at interest, as all realized over the annual average amount now likely to be collected, would be so much clear gain to the counties.

Under the present system, no inducement is offered to the counties to make special efforts to collect the interest or to keep the whole amount of the fund invested.

Under a provision of section 2, of chapter 118, acts of the Tenth General Assembly, the Board of Supervisors of the several counties are required at their meeting in June of each year, to "ascertain the amount of permanent school fund, if any, in the hands of the county treasurer, and if the amount on hand shall at that time exceed the sum of one thousand dollars, and in the opinion of the said Board of Supervisors it cannot be loaned within the county, under the requirements of the law, then the Board of Supervisors shall order the County Treasurer to transmit the amount in his hands to the State Treasurer, to be invested in United States Stocks, said investment to be approved by the Census Board."

I would advise a change of this section of the law, and provide in lieu of it that in counties where there are funds on hand that cannot be loaned, and where the reports of county auditors, to the Auditor of State, show that over two thousand dollars is on hand and unloaned, the Auditor of State shall be required to order the transfer of the

amount to some other county or counties, where, in his opinion, judging from the previous reports of county auditors, it can be promptly and safely invested. Some provision of this nature would furnish a means for counties being relieved of surplus funds, and would perhaps be more satisfactory than the section of the law before referred to. I am satisfied, that a greater amount of interest can be realized to the fund by the present mode of investment, if properly attended to, than can be obtained from United States or other bonds, and would, therefore, prefer to see some provision made that would operate as here suggested.

INSANE DUES.

During the present year, a number of claims have been presented to me by County Auditors, claiming credits for their respective counties on the books of this office for insane dues charged against them. Those claims originate from the construction put upon section 25 of chapter 109, acts of the Thirteenth General Assembly. The section referred to reads as follows : “ Patients in the Hospital having no “ legal settlement in the State, or whose legal settlement cannot be “ ascertained, shall be supported at the expense of the State. This “ provision shall apply to all such patients now in the Hospital, “ touching expenses already incurred and remaining unpaid, if any “ such there be; and the Trustees may authorize the Superintendent “ to remove any such patient at the expense of the State, if they see “ proper.”

It is claimed that this entitles counties whose insane dues have not been refunded to the State, to credits for the full amounts charged against them on the books of this office for the support of patients sent from the counties, who, (since the passage of the law, the Commissioners of Insanity have found) had no legal residence in the counties at the time they were sent to the Hospital.

In one instance a claim was submitted for credits under this provision for the maintenance of patients who had been sent to the Hospital as early as 1864. The insane dues of the county had not been paid for that period; hence it was claimed that the provision of the law entitled the county to a credit for the full amount of dues charged against it for the support of those patients whose legal settlement,

as had been ascertained by the Commissioners of Insanity, was not in the county.

It seemed to me that this claim, based on the fact that the country had been long delinquent to the state, should not be entertained. The accounts against the counties for insane dues are made up entirely from the quarterly certificates of the superintendent, showing the amount due from each county. The county auditors are notified from time to time of the amount due which is charged against them on the books of this office. The counties are required to levy a tax each year sufficient to reimburse the state for the amounts advanced during the year for them to the hospital, from the State treasury. If counties fully complied with the requirements of the law, these claims would have no pretext for a foundation. The fact that in the case referred to, the county had for many years permitted itself to remain delinquent in the payment of its insane dues was a very inadequate reason for claiming release of its accumulated obligations. The legislature when it enacted the law, had the right to presume that the counties were law abiding, and that their obligations to the state were met as the law prescribed. It certainly did not intend in the passage of the law to offer a reward for delinquency, by proposing to remit large amounts to counties which had been permitted under the former law to accumulate against them. After due deliberation I determined that I was not authorized to allow any credits, or to make any changes in the amounts charged to counties only on the certificate of the superintendent of the hospital; that from information furnished to him he desired to change his report made to this office.— Thus adhering to the intent of the law, and keeping the accounts on the basis of the reports made to it by the superintendent of the hospital.

I would suggest, for the consideration of your honorable body, whether it would not be a better mode of providing a fund for the maintenance of our Insane Hospital to make a general levy for that purpose. The law now requires special levies to be made by each county for the support of its insane. This involves the keeping of a separate account with each county. Some of them have neglected to levy and collect this tax for years. The support is regularly advanced from the State Treasury, and the State has frequently to

wait on the counties for years before it is reimbursed. In this way, a great injustice is wrought to the State, as well as to those counties which are prompt and reliable in the discharge of their obligations. I estimate that if the present mode of providing for the support of the insane were abandoned, and a general levy on all the taxable property substituted in its stead, that one-third of one mill would be a sufficient annual levy to pay the expenses of the hospital for the next two years. This would furnish one hundred and sixteen thousand dollars per annum, which I believe would be sufficient; provided, the new hospital at Independence would not require more than forty thousand during the time it may be in operation. It will be seen, in my estimate of the expenditures for the ensuing two years, that I have specified two hundred and fifty thousand dollars as the probable amount which will be needed for this purpose during that period. In making the estimate, I allow about fifty thousand dollars as the probable amount which will be needed for the support of the new hospital at Independence, during the limited time in which it might be in operation. The expense of the support for the hospital at Mount Pleasant for the last two years was \$185,000, as will be seen by reference to the account of expenditures in this report. I estimate that when the new hospital is opened for the reception of patients that the expenses for support at Mount Pleasant will rather fall below than exceed the amount that is now needed, as there will probably be a reduction of the number of patients now under treatment there by the removal of a portion of them to Independence, so as to remedy its now over-crowded condition. It might be, in view of a possible reduction of expenses at Mount Pleasant, that \$232,000 would be sufficient to pay the whole expense for support during the two years. If this amount should prove insufficient a small addition might be made to a future levy to make up the deficiency.

Some objection to this mode of providing for the support of those institutions may be suggested, as some of the counties do not need to provide for the support of any patients. This, however, depends on the number of the inhabitants to a great extent, as the proportion of insane and other unfortunate classes in society are about equal in any given large number of population. No county can expect to permanently escape having its equal share of this unfortunate class

of inhabitants during a great length of time. The mode of raising support here suggested, it seems to me would be preferable to that now adopted, as all would be compelled to pay their equal share of the expense without any of the evasions that are now practiced by some counties at the expense of the balance of the State.

DEAF, AND DUMB, AND BLIND.

It will be seen by reference to the account of expenditures in this report that there has been one hundred and forty-three and seventy-four one hundredth dollars paid for deaf and dumb clothing accounts ; also, one thousand and sixty-one and sixty-one one-hundredth dollars for clothing for the blind. Under the law these amounts are charged to the counties in which the pupils have their residence. As there is no fund in the counties from which these expenses can be paid, and the amounts being usually small, so that a special tax cannot be levied to meet them, I believe it would be well to provide that they should be paid out of the State Treasury, and that no charges be entered against the counties for the amounts. Counties occasionally pay their share from any funds on hand, whilst others are not able to see any authority for doing so. I therefore suggest that these accounts against counties be closed, and that the State pay those small amounts in future out of the General Fund.

Another mode of paying those claims would be to require them to be paid out of the funds for the general support of the institutions, which would perhaps be the better plan, as the officers would then be likely to see that the clothing would only be paid for by the State when the cost could not be paid by the pupils, or their guardians. That mode, would also obviate the necessity of keeping separate accounts of those items in this office, and would not complicate the accounts of the institutions.

FEEES RECEIVED FROM STATE OFFICERS.

It will be seen by reference to the table of receipts in this report that under the requirements of section 8, chapter 112 of the laws of the Thirteenth General Assembly the sum of twenty-three thousand

one hundred and thirty and 91-100 dollars has been paid into the State Treasury. This law went into effect on the 15th of April, 1870, so that the period during which the fees received by the different officers have been paid into the Treasury embraces only about eighteen and one-half months. The total amount received and paid into the Treasury by my predecessor, from the time the law came into effect until I came into the office on the first Monday in January, 1871, was four thousand one hundred and eighty and 13-100 dollars. The total amount received by me from the first Monday in January up to the first of November was sixteen thousand three hundred and twenty-one and 20-100 dollars. The larger portion of these fees are received in the first half of the year, which will explain the reason of the receipts from this source being so small under the administration of my predecessor. When I came into the office, I found small balances due on the books of the office from the Hawkeye and State Insurance Companies for fees charged against them for certificates issued by my predecessor. I requested the officers of these companies to settle their accounts. They refused to do so ; claiming that they had paid in full the sum of fifty cents for each certificate received. The construction of the law adopted by the Auditor required them to pay one dollar each. The law as understood by the officers of those companies prescribed fifty cents only, hence they refused to pay the full amount charged by the Auditor. The certificates were issued and the full amount of one dollar each charged, while fifty cents only was paid. The balance due from the Hawkeye of Des Moines, as shown by the account, is \$34.50. The amount due from the State, of Des Moines, is \$13.50, making in all \$48. Believing after full deliberation that the construction of the law adopted by the officers of the companies was correct, I could not consistently attempt to enforce a collection of the balances charged against them, and the account I presume will remain unsettled.

It will be seen that I have estimated the receipts from fees for the ensuing two years at thirty-four thousand nine hundred dollars, thirty-two thousand of the amount being from Auditors' fees. Under the insurance law as it now stands, the estimate is a low one, and will be fully realized. The Auditor's office is now a source of profit

to the State, and pays into the treasury, from fees collected, nearly four times the amount of salaries and clerk hire appropriated for its support.

NEW TABLES.

It will be seen by reference to the foregoing portion of this Report that it contains a number of tables embracing items of information that have not heretofore been presented in any previous reports.

I would call attention to Table 5th, entitled "Estimated Receipts," which I believe will be the amount likely to be actually received into the treasury for revenue purposes during the ensuing two years. I am of the opinion that it will be safe to base the appropriations on this estimate. If the General Assembly should provide for expenditures beyond this amount, the State levy will have to be increased, or some other means provided for meeting the payment of any amount that may be appropriated over this estimate. I have prepared this table with a view to remove any doubts in the minds of members of the General Assembly as to what I consider will be the probable amount which will be available to meet the disbursements for the ensuing two years.

Table 15, Statement "D," has been prepared with a view of presenting a full statement of the various amounts raised by taxation for all purposes in the State. The only items I have been unable to obtain, and consequently not embraced in the table, are the amount of road tax collected in the townships, and not reported to county treasurers, and the amount collected by some of the smaller cities, which were organized under special charters previous to the passage of the General Incorporation law. By writing to the financial officers of the larger cities so organized, I received their statements of the amounts raised by them, which makes the table as nearly a complete exhibit of the aggregate amount raised in the State for all purposes, as can well be reached, and for all practical purposes may be deemed correct.

Table 18, statement "G," was prepared with a view to furnish an exhibit of the receipts and expenditures for a series of years, embracing also the receipts and expenditures of the war and defense fund, and extending through the whole period from the commencement of the rebellion down to the close of the fiscal year 1871.

Table 19th, statement "H," I believe will be found to be one of considerable interest. It demonstrates the fact that in a period extending over fourteen years, the additions made to the revenue from the sources there enumerated exceeds the deductions during that period to the amount of one hundred and forty-nine thousand seven hundred and nine and ninety one-hundredth dollars. It will thus be seen there is really no loss to the general revenue, but on the average, taking a series of years, there has been considerable gain.

Table 20th, statement "I," is also a new table, which I believe will prove to be of some interest, as it furnishes the means of ascertaining the total valuation, and rate of State tax levied each year, extending over a period of fourteen years.

Table 21, statement "K," showing the amount of taxes levied for the year 1870 by the several States. It was my desire to obtain this information from all the States, but have only succeeded in obtaining it from ten of them in time for insertion in the report. So far, it furnishes a means of comparing our own with the tax levies of other States.

Statement "N" shows the amount of fees collected from the various insurance companies by the Auditor, from the 14th of April, 1870, to the first day of November, 1871. These are all new tables, containing information not heretofore prepared for previous Auditor's reports. I believe the matter contained in them will be found useful and instructive.

GENERAL REVENUE.

It will be seen by this report, that the balance of general revenue in the hands of the State Treasurer at the close of the fiscal year, ending November the 4th, 1871 was \$8,1740.84. By reference to table 5th, the estimated receipts for the ensuing two years will be ascertained, which in the aggregate amount to \$1,972,400.00. If the sources of revenue remain unchanged this estimate, I feel confident will prove to be practically correct, and may be safely calculated upon as the only basis in making the appropriations for the ensuing two years. The receipts may be modified to some extent, of course, by the general financial condition of the country. Under a

continuance of our usual prosperity and development, and in the absence of extraordinary and extensive financial embarrassments the amount estimated, will I believe be fully realized.

By referring to table sixth in the report a detailed estimate of the ordinary expenditures will be found amounting in the aggregate to \$1,341,500.00. Without taking into consideration the amount of \$81,740.84 in the treasury at the commencement of the year, leaving that to cover appropriations already made and unexpended, we have a balance of receipts over the ordinary estimated expenditures of the State government, of six hundred and thirty thousand nine hundred dollars. This amount will be the utmost limit for which extraordinary appropriations can be made with the prospect of ability on the part of the treasury to pay the warrants without endorsing them. If the general assembly should make extraordinary appropriations, which in the aggregate would much exceed the amount specified, the State levy would have to be increased beyond the ordinary two mills, or some other means provided for meeting the expenditure.

For a period of nearly five years the treasury has been able to promptly redeem every Auditor's warrant when presented for payment. It will be my desire to see the financial business of the State so managed as to enable the treasury to promptly meet the payment of all appropriations in the future as in the past, and thereby keep up the enviable reputation that our grand young State has established and maintained in years that are gone. This can be done if the appropriations made by the General Assembly during its sessions are kept within the limit that is here indicated. It is always good policy for a State to keep its expenditures within its income, unless extraordinary emergencies should arise which demand unforeseen and unavoidable appropriations.

TIME FOR PAYMENTS BY COUNTY TREASURERS.

County Treasurers are now required by law to make their semi-annual payments of State funds in their hands on the 10th days of February and November of each year. The school fund interest is apportioned to the several counties on the 1st Monday in March and September. The apportionment is made by the Auditor of State, and the payments are arranged by ordering transfers from State revenue where

a deficiency of interest exists, and a transfer of interest to revenue where there is a surplus over the amount apportioned. The Treasurer's payments of revenue being made on or before the 10th day of March, it frequently occurs that where a deficiency of interest exists, to meet the payment and a transfer from revenue is ordered, that there is not funds in the hands of the Treasurer to meet it. I would advise that a change in the time of payment be made so that the treasurers will not be required to pay earlier than the 15th of March.

I would also recommend that the payment now required to be made in November be changed to the fifteenth of December. This would give sufficient time for the collection and payment of the proceeds from tax sales.

BALANCES DUE FROM DEFAULTING COUNTY TREASURERS.

Under the provisions of section 794, of the revision of 1860, counties are held responsible for defalcations of county treasurers, but are not required to pay any penalty or interest for non-payment. I would suggest that counties held responsible for such defalcations be required to pay ten per cent interest on the amount until paid. This would probably induce boards of supervisors to more promptly provide for the payment of this class of claims due the State.

LAW RELATING TO ESCHEATS.

Some trouble has occurred in the settlement of estates escheating to the State in consequence of the law relating to that subject being very imperfect and unsatisfactory. I would therefore call the attention of the General Assembly to this subject hoping that some well-defined law will be passed prescribing the mode of procedure to be pursued in those cases.

PAYMENT OF EXPENSES AND PER DIEM OF CAPITOL COMMISSIONERS,
AND COMMISSIONERS OF NEW INSANE HOSPITAL AT INDEPENDENCE.

It will be seen by reference to table of expenditures in this report, that the sum of five thousand, eight hundred and ninety-eight dollars and eighty-five cents has been paid out of the general revenue for expenses and per diem of the Board of Capitol Commissioners. It will also appear by an examination of the same table, that the sum of four thousand, five hundred and twenty-four dollars and thirty-five cents has been paid from the same source for per diem and expenses of the Commissioners of the new Insane Hospital at Independence. It will be seen by reference to chapter 110, section 2, of the laws of the Thirteenth General Assembly, that the law provides for the payment of per diem and expenses of the Capitol Commissioners, but fails to designate the fund from which the money should be drawn. It will also be seen by referring to chapter 97, section 11 of the laws passed by the Twelfth General Assembly, that the per diem and expenses of the Commissioners to superintend the erection of the new Insane Hospital is there fixed, but the fund from which the payment should be made is not designated.

Under the construction of the law adopted by my predecessor, the per diem and expenses of the Commissioners in both the cases referred to was paid out of the general revenue. On examination of the laws relating to the subject, I was led to adopt a different construction, and concluded that the appropriations made by the Legislature should be the only funds used in the payment of all the expenses incurred by both these Boards of Commissioners in the construction of the buildings under their management. The respective laws under which the Commissioners were called upon to act, having failed to say, in both instances, that their expenses should be paid from the State Treasury, independent of the appropriations made for the erection of the buildings, I deemed it best to infer that the Legislature intended all expenses incident to their construction should be paid out of the respective appropriations, and have refrained from drawing warrants on the general revenue for these purposes. The expenses of both the Boards of Commissioners are now paid out of

the appropriations made for the erection of the buildings. If the General Assembly desire them to be paid out of the general revenue, it should be so specified in the law.

LABOR IN THE OFFICE.

The amount of labor entailed on the Auditor's office is large and increasing. The contingent fund appropriated for clerk hire has heretofore been insufficient to provide the necessary amount of clerical help for the performance of the work. I have been kindly furnished with assistance by General Ed Wright, Secretary of State, and by Major S. E. Rankin, State Treasurer, on occasions when the help in the office was unable to dispose of the accumulated business.

In concluding these remarks, I deem it due to my deputy, S. A. Ayres, to say that he has faithfully discharged the duties of his position. His long acquaintance with the details of the business of the office has proved invaluable to me, and has frequently been the means of saving much labor and vexation in the investigation of questions that have been presented for consideration.

I have also been pleased with the manner in which W. D. Christy, my clerk, to whom is committed more especially the details of the insurance business of the office, has discharged the duties of his position. The amount of labor performed by both of these gentlemen during the year has been large and satisfactory.

Respectfully submitted,

JOHN RUSSELL,
Auditor of State.

BIENNIAL REPORT

OF THE

TREASURER OF STATE

TO THE

GOVERNOR OF IOWA,

ON THE FINANCES OF THE STATE,

FOR THE YEARS 1870 AND 1871.

SAMUEL E. RANKIN, TREASURER.

DES MOINES:
G. W. EDWARDS, STATE PRINTER.
1871.

BIENNIAL REPORT OF TREASURER OF STATE.

OFFICE OF TREASURER OF STATE, }
DES MOINES, IOWA, NOV. 6, 1871. }

TO HIS EXCELLENCY, SAMUEL MERRILL, *Governor of Iowa* :

Sir : In compliance with the law defining the duties of the State Treasurer, I have the honor to submit to your excellency the following report of the receipts and disbursements in this office for the fiscal term, commencing the 2d day of November, 1869, and ending the 6th day of November, 1871, being a full and complete statement of the financial transactions of this department during that period, and showing the condition of the different funds at the close of each quarter during that period and at this date.

The balance in the treasury, to the credit of the different funds, on the 2d day of November, 1869 ; the amount received and paid out during the fiscal term commencing November 2, 1869, and ending November 6, 1871 ; and the balance now in the treasury belonging to the different funds is shown by the following brief exhibit :

Balance in Treasury, November 2, 1869, as shown by my last report, and belonging to the different funds as follows:

General Revenue.....	\$286,160.16
Permament School Fund.....	7,728.10
Temporary School Fund.....	38 00
Swamp Land Indemnity Fund.....	5,306.30
Coupon Fund	29.56
Dictionary Fund	20.00
Des Moines River Improvement Fund	3,916 74— \$303,198.86

Amount received from November 2, 1869, to November 6, 1871, as follows:

On account of General Revenue	\$1,769,522.91	
On account of Permanent School Fund.....	45,685.68	
On account of Temporary School Fund	45,482.20	
On account of Swamp Land Indemnity Fund.....	3,081.16	
On account of Coupon Fund.....	43,025.00	
On account of Railroad Tax Fund	292,377.14	
On account of Agricultural College Endowment Fund	6,692.41—	\$2,205,886.50
<hr/>		
Making a grand total of receipts and balance in Treasury, as above, and including Iowa State Stocks belonging to Agricultural College Endowment Fund, of.....		
		\$2,509,065.36

The disbursements for the same period were as follows:

On account of General Revenue	\$1,973,942.23	
On account of Permanent School Fund.....	50,318.78	
On account of Temporary School Fund.....	45,029.37	
On account of Swamp Land Indemnity Fund.....	5,753.01	
On account of Coupon Fund.....	41,800.71	
On account of Dictionary Fund	20 00	
On account of Railroad Tax Fund	292,377.14	
On account of Des Moines River Improvement Fund	3,854.86—	\$2,413,096.10
<hr/>		
Leaving a balance in Treasury, Nov. 6, 1871, of.....		\$95,969 26
(Including \$5,900.00 of Iowa State Stocks belonging to Agricultural College Endowment Fund.)		

Belonging to the different Funds as follows:

General Revenue.....	\$81,740.84	
Permanent School Fund.....	3,095.00	
Temporary School Fund.....	490.83	
Swamp Land Indemnity Fund.....	2,634.45	
Coupon Fund.....	1,253.85	
Des Moines River Improvement Fund.....	61.88	
Agricultural College Endowment Fund.....	6,692.41	
	<hr/>	\$ 95,969.26

PERMANENT SCHOOL FUND.

There has been received and paid out on account of Permanent School Fund during the fiscal term now closed, as follows:

Balance in Treasury, Nov. 2, 1869.....	\$ 7,728.10
Received from Nov. 2, 1869, to Nov. 6, 1871.....	45,685.68
	<hr/>
Total amount.....	\$ 53,413.78

Amount paid counties during same period.....	\$ 50,318.78
Balance in Treasury, Nov. 6, 1871....	\$ 3,095.00

\$39,144 67, of the above amount was "five per cent fund" received from the general government, the remaining \$14,269 11, being amount received from the securities of James D. Eads.

Section 1964, Revision of 1860, provides for the apportionment to the counties by the State Treasurer of the five per cent fund paid into the treasury :

"The five per centum of the net proceeds of all sales of the public lands in the State is hereby made payable to the State Treasurer, whose duty it shall be to apportion the same among the several organized counties in this State, taking into consideration the amount of the permanent school fund already in possession of said counties, so that each county may hold an amount of school fund proportioned to its population."

As counties are not required or expected to report to the State Treasurer the amount of permanent school fund in their possession, he cannot have any official knowledge of the amount or condition of this, or any other fund that they may have, and hence, cannot correctly and intelligently comply with the requirements of this section (1964). But as the law designates the Auditor of State as the officer to whom counties shall report, from time to time, the amount and condition of the different State funds in their possession, it was judged proper and right that the Auditor of State—inasmuch as the counties make their reports to him, and in his office alone is to be found the reliable official information necessary to the correct distribution of this fund—should make the apportionment.

Accordingly, on the 3d day of February, 1871, I received from him the following communication, viz :

STATE OF IOWA,
AUDITOR'S OFFICE,
DES MOINES, February 3d, 1871. }

HON. S. E. RANKIN, *Treasurer of the State of Iowa* :

SIR—I would respectfully designate the following counties, to whom the amount of \$34,792.36, permanent school fund, now in

your hands, should be distributed, according to the provision of section 1964, of the Revision of 1860. In making the apportioned list I have taken into consideration the degree of successful management exhibited by the various counties, in the control of that portion of the permanent school fund already in their possession, and have not designated any county whose accounts are not balanced on the books of this office.

JOHN RUSSELL,
Auditor of State.

COUNTIES.	AMOUNT.
Buchanan.....	\$ 1,508 00
Des Moines.....	2,000.00
Henry.....	2,000.00
Jackson.....	2,000.00
Jasper.....	2,000.00
Jefferson.....	2,000.00
Lee.....	2,000.00
Louisa.....	2,000.00
Mahaska.....	1,784.36
Monroe.....	2,000.00
Muscatine.....	2,000.00
Polk.....	2,000.00
Scott.....	2,000.00
Van Buren.....	2,000.00
Wapello.....	2,000.00
Washington.....	1,500.00
Warren.....	2,000.00
Total.....	<u>\$34,792.36</u>

Again, on the 4th day of September, 1871, I received from him the following communication, viz:

STATE OF IOWA, AUDITOR'S OFFICE, }
DES MOINES, September 4, 1871. }

"HON. S. E. RANKIN, TREASURER OF THE STATE OF IOWA :

"SIR :—I would respectfully designate the following counties, as
"those to whom the amount of fifteen thousand, five hundred and
"twenty-six and 42-100 dollars (\$15,526.42), permanent school fund,

“now in your hands, should be distributed according to the provisions of Sec. 1964, of the revision of 1860, viz :

CONNTIES.	Amount.
Buchanan.....	\$ 2000 00
Henry.....	2000 00
Jackson.....	1000 00
Mahaska.....	526 42
Muscatine.....	3000 00
Polk.....	2000 00
Warren.....	1000 00
Wapello.....	2000 00
Van Buren.....	2000 00
Total.....	<u>\$15,526 42</u>

JOHN RUSSELL,
Auditor of State”

By reference to statement “B,” it will be seen that this fund was distributed to the several counties, and in the several amounts as in the foregoing communication designated.

TEMPORARY SCHOOL FUND.

There has been received, and paid out on the order of the Auditor of State on account of the Temporary School Fund during the fiscal term now closed, as follows:

To balance in treasury, Nov. 2, 1869	\$ 38.00
To amount received from Nov. 2, 1869, to Nov. 6, 1871.....	45,482.20
Total receipts.....	<u>\$ 45,520.20</u>
By amount paid counties during same period.....	<u>\$ 45,029.37</u>
Balance in treasury, Nov. 6, 1871.....	\$ 490.83
(See statement “C.”)	

SWAMP LAND INDEMNITY FUND.

There has been received and paid out, on account of the Swamp Land Indemnity Fund, during the fiscal term now closed, as follows:

To balance in Treasury, Nov. 2, 1869.....	\$ 5,306.30
To amount received from General Government for Webster Co..	3,081.16
Total amount	<u>\$ 8,387.46</u>

By amount paid Webster Co., April 8, 1870.....	\$ 3019.54
By amount paid Clinton Co., June 17, 1870.....	2,733.47—\$ 5,753.01
Balance in treasury, Nov. 6, 1871.....	<u>\$ 2,634.45</u>

I have in my previous reports suggested a change in the law providing for the appointment and payment of agents to adjust our Swamp Land Indemnity Claims with the general government, and I would here most respectfully renew that suggestion. Section 12, Chapter 160, Acts of the 9th General Assembly, provides for the payment by the State, of the general State agents, appointed to settle with the general government, but provides that “The amount so paid shall be divided *pro rata* among the several counties, according to the amount in value of the money and lands secured to such county by the provisions of this act, the land to be valued at 1.25 per acre, and the amount so found due, by each county to the State, shall be paid before such county shall receive its share of the money and lands which may be obtained under the provisions of this act.”

Section 13, of the same act provides for the appointment of special agents for counties, and provides further, that, “The costs, expenses and compensation of such special agent shall be paid by the county requesting appointment thereof.

The amount received from the general government for the several counties, to this date, is \$183,727.71, and amount paid to the several counties, to this date is \$180,480.72, leaving a balance in treasury of \$2,634.45, which has been withheld from counties, to reimburse the state for the payment of general agents, as provided in Sec. 12, aforesaid. But the amount paid to general agents cannot be divided *pro rata* among the several counties, until after full settlement of the swamp land claims has been made with the general government, and it is more than probable that many years may elapse before such full and final settlement can be made. And further, after these claims shall have been adjusted with the general government, and the amount in value, of money and lands secured to each county, as well as the amount of expenses paid by the State to general agents, shall have been definitely ascertained, the apportionment of such expenses among the several counties receiving money and lands, as provided in Sec. 12, would not be an equitable

apportionment of the expense incurred in the settlement of their respective claims, for the reason that many of these counties, through their own special agents, nominated and paid by them, under the provisions of Section 13, aforesaid, have effected—or aided in effecting—a settlement with the general government, and have secured—or aided in securing—at their own expense the money and lands due them.

There is due from the the county of Black Hawk, the sum of \$766.39, being amount overpaid that county, by my predecessor, through mistake, which when refunded by that county, will swell the amount retained to pay expense of general agents to \$3,400.84, and which has been retained from amounts received for the several counties as follows, viz:

Allamakee county.....	\$125 18
Audubon county.....	2 00
Benton county.....	99 72
Buchanan county.....	38 44
Butler county.....	302 51
Cedar county.....	141 97
Chickasaw county.....	107 85
Clayton county.....	4 90
Clinton county.....	58 01
Delaware county.....	62 42
Dubuque county.....	6 50
Fayette county.....	49 69
Floyd county.....	80 16
Franklin county.....	123 64
Grundy county.....	11 00
Guthrie county.....	38 92
Hamilton county.....	92 33
Hardin county.....	82 27
Ida county.....	6 30
Iowa county.....	147 72
Jackson county.....	38 93
Johnson county.....	195 86
Jones county....	163 00
Linn county.....	44 45
Louisa county.....	46 25
Mahaska county.....	26 80
Marion county.....	5 75
Mills county.....	250 93

Mitchell county.....	\$ 28 98	
Muscatine county.....	61 08	
Polk county.....	145 00	
Pottawattamie county.....	149 06	
Ringgold county.....	334 75	
Sac connty.....	6 00	
Tama county.....	77 50	
Washington county.....	91 02	
Wayne county.....	67 80	
Webster county.....	61 62	
Winneshiek county.....	25 03—	3400 84
Deduct amount overpaid Black Hawk county.....		766 39
Leaving balance in Treasury at this date.....		<u>\$2634 45</u>

I would therefore respectfully suggest, that the law regulating the appointment of agents to settle the Swamp Land Claims of the State with the general government, be so changed as not to require the expenses of the general agents paid by the State to be collected from the counties, as required in section 12, chapter 160, acts of the Ninth General Assembly, and thus allow the amounts withheld from the several counties, as above shown, to be paid to them in full; or, if requiring expenses of general agents to be paid by counties, that the amount be fixed at a small proportion—say one per cent of the amount received for the several counties—which per cent shall be immediately passed to the credit of the general revenue, and the balance paid to the county entitled thereto.

DES MOINES RIVER IMPROVEMENT FUND.

There have been no receipts on account of Des Moines River Im-

The whole amount paid out in the redemption of Des Moines River Improvement Warrants, is \$202,932.64; this includes amount paid to Wm. C. Drake, and Brown & Allender, under provisions of chapter 35, Laws of Eighth General Assembly, and section 8, chapter 44, Laws of Ninth General Assembly, from the General Revenue, and afterwards with the accrued interest, collected from the Des Moines Valley Railroad Company, in the settlement with the United States Government, and with the Des Moines Valley Railroad Company, of the excess of the 500,000 Acre Grant.

INSURANCE COMPANIES.

There has been received from Insurance companies, during the two years, ending November 6th, 1871, the sum of \$43,547.96, which as received, was placed to the credit of the general revenue. Of this amount, \$21,126.16, was tax for 1870, being a gain of \$6,206.07, over tax of 1869, and \$22,421.80, was tax for 1871, being a gain of \$1,295.64, over tax of 1870. For a more detailed account, giving names of companies, with amount of tax paid by each, and date of payments, see "Statement J."

IOWA STATE AGRICULTURAL COLLEGE ENDOWMENT FUND.

Chapter 71, Acts of the Eleventh General Assembly, provides, "That the Trustees of the Iowa State Agricultural College and Farm, are hereby authorized to sell or lease all of the lands granted to the State of Iowa, by the Act of Congress, entitled, 'An act donating public lands to the several States and Territories, which may provide colleges for the benefit of Agriculture, and Mechanic Arts, &c.;" and further provides that, 'The money arising from the sale of said lands, shall be paid into the State Treasury, which shall be invested by the State Treasurer, in bonds of the State of Iowa, or United States Registered Bonds, as directed by the act of Congress, granting said lands, &c.'"

In accordance with these provisions, there has been received from Hon. Geo. W. Bassett, agent for the sale of college lands, the sum of \$6,692.41, of which amount \$5,900.00, has been invested in Iowa 7 per cent State Stocks. (See "Statement H.")

FEES OF STATE OFFICERS.

There have been received from State officers, during the two years now closed, fees collected and paid by them into the State Treasury, under the provisions of section 8, chapter 112, acts of the Thirteenth General Assembly, as follows:

From Secretary of State.....	\$ 2,289.93
From Auditor of State.....	20,501.33
From Register of State Land Office.....	391.65
Total fees received.....	<u>\$ 23,132.91</u>

Which, as paid in, was passed to the credit of the general revenue. For more detailed account, see Statement "K."

RAILROAD TAX.

There has been received from railroad companies tax on their gross earnings for the years 1869 and 1870, as follows:

Tax of 1869.....	\$ 105,655.14
Tax of 1870.....	186,722.00
Making a total for both years of.....	<u>\$ 292,377.14</u>

Of this amount there has been placed to the credit of the State on account of general revenue, as follows:

One-half of tax of 1869.....	\$ 52,827.60
One-fifth of tax of 1870.....	37,344.34
Making total for both years placed to credit of State.....	<u>\$ 90,171.94</u>

There has been paid to the several counties, in proportion to the number of miles of railroad in each county, as follows:

One-half of tax of 1869.....	\$ 52,827.54
Four fifths of tax of 1870.	149,377.66
Making total for both years paid to counties.....	<u>\$ 202,205.20</u>

The law passed by the General Assembly at its last session, increasing the rate of tax on gross earnings where they exceed a certain amount per mile, has increased the amount of tax for the year it has been in force, \$67,396.48 over what it would have been under

the previous law, and has increased the amount paid to counties \$89,715.90 over what it would have been under the previous law; but has reduced the amount placed to the credit of the State, \$22,317.42 below what it would have been under the law previously in force—the State for that year (1870,) only receiving, as shown above, the sum of \$37,344.34.

On the 31st day of December, 1870, there were 2683 miles of railroad in operation in the State, which, with their entire equipment, and including machine shops, round houses, depot and other buildings, was worth perhaps not less than \$75,000,000.00, the gross earnings of which for that year, were reported at but a trifle less than \$12,000,000.00. Yet the entire tax paid by this property for that year, for county and State purposes, was but \$186,722.00. It is true that this property if assessed as other property is for taxation, should be placed at a much smaller valuation than the above; yet still it must be evident to all that the tax paid by this property, bears no just proportion to the tax paid by other property.

The question of the taxation of the property of railroad companies, is one of grave import, and deserving the careful consideration of our law makers; not that there is any question whether such property should be taxed—for I think there can be none—but as to the manner in which the tax should be imposed, whether on gross earnings, on net receipts on market value of stocks, or on a valuation of their property. And whilst there is, no doubt, great diversity of opinion, as to how a revenue should be collected from this kind of property, there can be no doubt as to the correctness of the principle, that the burden of taxation should rest alike upon this as upon other property; upon the property of the railroad company, as upon the property of the mechanic, the farmer, the merchant, the banker and the manufacturer. It is true that the almost unprecedented increase in our population, and rapid development of our agricultural and mineral resources, is largely due to our railroads. The interior of our State, although rich in agricultural and mineral wealth, yet with markets distant and almost inaccessible, offered but small inducement to settlement, until our lines of railroad brought to us markets, and remunerative prices. But it is also true that very many of our railroads have received munificent grants of land to aid in their

construction, and all have received liberal contributions from individuals and communities located along their respective lines. And whilst any legislation in itself oppressive or unfriendly, and calculated to hinder the progress and development of railroad enterprise in our State, or to unjustly diminish the property of our railroads, by imposing upon them oppressive burdens, should be depreciated ; yet that legislation cannot in truth be called unjust, oppressive, or even unfriendly, which seeks to gather alike from all the property within the limits of its jurisdiction, the revenue to defray the expenses of the government which protects alike the persons and property of all within its bounds.

For amount of tax received from the different railroads, and amount paid to the several counties, together with number of miles of road in each county—number of miles of road built each year—gross earnings of each road for each year, and other interesting statistics pertaining to the railroads of our State, see “Statement I,” and “Railroad Tables,” 1 to 25 inclusive.

SPECIAL DEPOSITS.

TAFT LANDS.

There was deposited in the Treasury by Hon. S. H. Taft, the sum of \$10,919.20, (including the \$4,545.75 deposited by him prior to my last report) for the use of the Keokuk, Fort Des Moines, and Minnesota Railroad Company when they became entitled thereto, under the provisions of chapter 108, acts of the Tenth General Assembly, or for the benefit of the party entitled thereto, as per Joint Resolution No. 15, of the same General Assembly. Said money being in payment for certain lands included in the Des Moines River Land Grant, and sold to said Taft, under the provisions of section 4, chapter 108, aforesaid. The Des Moines Valley Railroad Company became entitled to the same upon the payment by them of certain claims against the Des Moines River Improvement Fund. Accordingly, on the 3d day of January, 1871, I paid over to the said Company, through their agent, Gen. Hugh T. Reid, the whole amount

deposited, namely, \$10,919.20, taking his receipt therefor, as agent of the company.

CHICAGO, ROCK ISLAND, AND PACIFIC RAILROAD COMPANY.

There was remaining in the Treasury, at the date of my last report, the sum of \$550.00 of the amount received from occupants of lands claimed by the Chicago, Rock Island, and Pacific Railroad Company, in accordance with the provisions of sections 4 and 5, chapter 13, acts of the Twelfth General Assembly. Of this amount, there has been refunded to occupants who were unable to furnish the proofs required to establish their right under the act aforesaid, to purchase the lands claimed, as follows:

March 18, 1870, to F. A. Burke.....	\$ 200.00
May 2, 1870, to Isaac A. Arlige.....	100.00
Total refunded.....	<u>\$ 300.00</u>

Leaving a balance yet in the Treasury of \$250.00, being amount deposited by Henry Low and Samuel A. Picker.

IOWA FALLS & SIOUX CITY RAILWAY COMPANY.

There has been received from persons claiming the right to purchase, under the provisions of section 5, chapter 124, acts of the Twelfth General Assembly, lands granted to the Iowa Falls & Sioux City Railroad Company, the sum of \$6,684.35. For name of person, description of land, and date and amount of payment, see "Statement N."

McGREGOR & SIOUX CITY RAILWAY COMPANY.

There has been received, under the provisions of section 7, chapter 58, acts of Twelfth General Assembly for the benefit of the McGregor & Sioux City Railway Company, \$161.00 being the homestead price of lands embraced in the grant of lands to said railway company, and entered under the homestead laws of the United States, prior to January 1st, 1866. For full description of tracts homesteaded, with date and amount of payment for each piece, see "Statement O."

The foregoing brief exhibit of the finances of the State is not only

pleasing, but convincing evidence of real and continued prosperity. Small as the tax for State purposes is—only two mills on the dollar—yet revenue sufficient to meet all urgent demands upon the treasury has been secured. The interest upon the bonded debt of the State has been paid promptly at or before maturity. The liberal appropriations made by the last General Assembly, for the benefit of the different State institutions and public buildings, have been paid as required. All warrants drawn by the Auditor upon the treasury have been paid upon presentation. Only a small proportion of warrants issued are now outstanding, and none outstanding bear interest. These facts show the sound financial condition of the State, and are cause for congratulation.

For a more full and detailed account of the receipts and disbursements, and the condition of the several funds, you are referred to the “Statements” and “Tables,” hereto appended.

All of which is respectfully submitted,

SAMUEL E. RANKIN,

Treasurer of State.

STATEMENTS.

- “ A ”—Quarterly Statement of Receipts and Disbursements of General Revenue, from November 2d, 1869, to November 5th, 1871, inclusive.
- “ B ”—Statement of Receipts and Disbursements of Permanent School Fund, from November 2d, 1869, to November 5th, 1871, inclusive.
- “ C ”—Statement of Receipts and Disbursements of Temporary School Fund, from November 2d, 1869, to November 5th, 1871, inclusive.
- “ D ”—Statement of Receipts and Disbursements of Swamp Land Indemnity Fund, from November 2d, 1869, to November 5th, 1871, inclusive.
- “ E ”—Statement of amount of General Revenue expended in payment of Coupons of Iowa State Bonds, from November 2d, 1869, to November 5th, 1871, inclusive.
- “ F ”—Statement of Receipts and Disbursements of Dictionary Fund, from November 2d, 1869, to November 5th, 1871, inclusive.
- “ G ”—Statement of Receipts and Disbursements of Des Moines River Improvement Fund, from November 2d, 1869, to November 5th, 1871, inclusive.
- “ H ”—Statement of Receipts and Disbursements of Agricultural College Endowment Fund, from November 2d, 1869, to November 5th, 1871, inclusive.

STATEMENTS—CONTINUED.

“ I ” — Statement of Tax on Gross Earnings of Railroad Companies Received and Disbursed, from the 2d day of November, 1869, to the 5th day of November, 1871, inclusive, showing amounts received from the several Companies, and amount paid to the different counties.

RAILROAD TABLE^s.

No. 1.—Table showing number of miles of track operated by each railroad in each year, from 1862 to 1870, inclusive.

No. 2.—Table showing number of miles of track operated in each county by the several roads, December 31, 1870.

No. 3.—Table showing gross earnings of each railroad, with aggregates, for the years 1862 to 1870, inclusive.

No. 4.—Table showing apportionment of tax collected from *Burlington and Missouri River Railroad*.

No. 5.—Table showing apportionment of tax collected from *Cedar Rapids and Missouri River Railroad*.

No. 6.—Table showing apportionment of tax collected from *Chicago, Iowa and Nebraska Railroad*.

No. 7.—Table showing apportionment of tax collected from *Dubuque Southwestern Railroad*.

No. 8.—Table showing apportionment of tax collected from *Dubuque and Sioux City Railroad*.

No. 9.—Table showing apportionment of tax collected from *Chicago, Rock Island and Pacific Railroad*.

No. 10.—Table showing apportionment of tax collected from *Des Moines Valley Railroad*.

No. 11.—Table showing apportionment of tax collected from *Keokuk and St. Paul Railroad*.

RAILROAD TABLES—CONTINUED.

- No. 12.—Table showing apportionment of tax collected from *Milwaukee and St. Paul Railroad*.
- No. 13.—Table showing apportionment of tax collected from *Cedar Falls and Minnesota Railroad*.
- No. 14.—Table showing apportionment of tax collected from *Sioux City and Pacific Railroad*.
- No. 15.—Table showing apportionment of tax collected from *Kansas City, St. Joseph and Council Bluffs Railroad*.
- No. 16.—Table showing apportionment of tax collected from *Burlington, Cedar Rapids, and Minnesota Railroads*.
- No. 17.—Table showing apportionment of tax collected from *St. Louis and Cedar Rapids Railroad*.
- No. 18.—Table showing apportionment of tax collected from *Central Railroad of Iowa*.
- No. 19.—Table showing apportionment of tax collected from *Iowa Falls and Sioux City Railroad*.
- No. 20.—Table showing apportionment of tax collected from *Chicago and Southwestern Railroad*.
- No. 21.—Table showing apportionment of tax collected from *Davenport and St. Paul Railroad*.
- No. 22.—Table showing apportionment of tax collected from *Sabula, Ackley, and Dakota Railroad*.
- No. 23.—Table showing apportionment of tax collected from *Iowa Midland Railway*.
- No. 24.—Table showing the aggregate amount of tax paid by each and all of the Railroads; also the aggregate amount of tax paid to each county and to the State.
- No. 25.—Table showing the tax collected from *Street Railways and Bridge Companies*, and the apportionment of the same.

STATEMENTS—CONTINUED.

- “ J ”—Statement showing amount of tax received from insurance companies, from November 2d, 1869, to November 5th, 1871 inclusive, and from what companies received.
- “ K ”—Statement of fees received of State officers from November 2d, 1869, to November 5th, 1871, inclusive.
- “ L ”—Statement of money received and disbursed under provisions of chapter 108, Laws of Tenth General Assembly.
- “ M ”—Statement of money received and disbursed, under provisions, of chapter 13, Laws of Twelfth General Assembly.
- “ N ”—Statement of money received under provisions of chapter 124, Laws of Twelfth General Assembly.
- “ O ”—Statement of money received under provisions of chapter 58, Laws of Twelfth General Assembly.
- “ P ”—Statement of Treasurer's Contingent Fund.
- “ Q ”—General Balance.

STATEMENT "A."

SAMUEL E. RANKIN, in account with State of Iowa, from November 2, 1869, to
November 5, 1870, inclusive.

GENERAL REVENUE.

1869.	DR.	
Nov. 2	To balance in Treasury.....	\$286,160.16
1870.		
March 5	To cash received during quarter ending this day	456,470.86—\$742,631.02
	CR.	
March 5	By General Revenue Warrants redeemed during quarter ending this day	207,645.79
March 5	By balance to next quarter.,.	534,985.23— 742,631.02
	DR.	
March 5	To balance brought forward	534,985.23
June 4	To cash received during quarter ending this day	164,176.83— 699,162.06
	CR.	
June 4	By General Revenue Warrants redeemed during quarter ending this day... ..	894,813 49
June 4	By balance to next quarter.....	804,348.57— 699,162.06
	DR.	
June 4	To balance brought forward.....	804,348.57
Sept. 5	To cash received during quarter ending this day	226,578.20— 530,926.77
	CR.	
Sept. 5	By General Revenue Warrants redeemed during quarter ending this day.....	350,870.72
Sept. 5	By balance to next quarter.....	180,556.05— 530,926.77
	DR.	
Sept. 5	To balance brought forward.....	180,556.05
Nov. 5	To cash received during quarter ending this day	80,299.14—260,855.19
	CR.	
Nov. 5	By General Revenue Warrants redeemed dur- ing quarter ending this day.....	207,660.92
Nov. 5	By balance to next quarter.....	53,194.27—260,855.19

STATEMENT "A"—CONTINUED.

General Revenue—Continued.

DR.		
Nov. 5.	To balance brought forward.....	\$ 58,194.27
Dec. 31.	To cash received during quarter ending this day	144,302.73— \$197,497.00
CR.		
Dec. 31.	By General Revenue Warrants redeemed during quarter ending this day	158,282.55
Dec. 31	By balance to next quarter.....	39,214.45—197,497.00
DR.		
Dec. 31.	To balance brought forward.....	39,214.45
1871.		
Mar. 4	To cash received during quarter ending this day	235,073.53—274,287.98
CR.		
Mar. 4.	By General Revenue Warrants redeemed during quarter ending this day... ..	127,009.85
Mar. 4.	By balance to next quarter.....	147,278.13—274,287.98
DR.		
Mar. 4.	To balance brought forward.....	147,278.13
June 4.	To cash received during quarter ending this day	263,379.50—410,657.63
CR.		
June 4.	By General Revenue Warrants redeemed during quarter ending this day.....	185,737.15
June 4.	By balance to next quarter.....	224,920.48—410,657.63
DR.		
June 4.	To balance brought forward.....	224,920.48
Sept. 2.	To cash received during quarter ending this day.....	75,122.06—300,042.54
CR.		
Sept. 2.	By general revenue warrants redeemed during quarter ending this date.....	169,191.93
Sept. 2.	By balance to next quarter.....	130,850.61— 300,042.54
DR.		
Sept. 2.	To balance brought forward.....	\$130,850.61

STATEMENT "A."—CONTINUED.

General Revenue.—Continued.

Nov. 5.	To cash received during quarter, ending this day.....	\$124,120.06—\$254,970.67
	CR.	
Nov. 5.	By general revenue warrants redeemed during quarter ending this date.....	173,229 83
Nov. 5.	By balance in Treasury.....	81,740.84— 254,970 67

RECAPITULATION.

1869.	DR.	
Nov. 2.	To balance in Treasury.....	\$ 286,160.16
1871.		
Nov. 5.	To total amount of receipts.....	\$1,769,522.91—\$2,055,683.07
	CR.	
Nov. 5.	By total amount of disbursements.....	\$ 1,973,942 23
Nov. 5.	By balance in Treasury.....	81,740.84—\$2,055,683.07

STATEMENT "B."

Samuel E. Rankin in account with State of Iowa, from November 2d, 1869, to November 5th, 1871, inclusive.

PERMANENT SCHOOL FUND.

1869.	DR.	
Nov. 2	To balance in Treasury.....	\$ 7,728.10
Nov. 6	To cash received of J. Tracy, District Attorney, (Ead's loan).....	915.00
Dec. 6	To cash received of J. Tracy, District Attorney, (Ead's loan).....	300.00
1870.		
M'rch 11	To cash received from Gov. Samuel Merrill, from U. S. Government.....	20,886.51
Apr. 25	To cash received of James Embree (Ead's loan)..	454.75
June 8	To cash received of Att'y-General H. O'Connor, (Ead's loan).....	1,400.00
Oct. 19	To cash received of Att'y-General H. O'Connor, (Ead's loan).....	100.00
1871.		
Feb. 7	To Cash received of Gov. Samuel Merrill, U. S. five per cent fund.....	3,003.00

STATEMENT "B."—CONTINUED.

Permanent School Fund.—Continued.

May 13	To cash received of R. D. Kellog, sale of school lands.....	\$ 276.26
Aug. 3	To cash received of Gov. Samuel Merrill, U. S. five per cent fund.....	15,250.16
Oct. 11	To cash received of Jonas W. Dorr (Ead's loan) (Shaw lands).....	1,000.00
Oct. 19	To cash received of G. S. Fuller (Ead's loan).....	275.00
Oct. 27	To cash received of Redmond Maguire (Ead's loan).....	1,820.00—\$53,418.78
1771.	CR.	
March 4	By cash apportioned to—	
	Buchanan county.....	\$ 1,508.00
	Des Moines county.....	2,000.00
	Henry county.....	2,000.00
	Jackson county.....	2,000.00
	Jefferson county.....	2,000.00
	Jasper county.....	2,000.00
	Lee county.....	2,000.00
	Linn county.....	2,000.00
	Louisa county.....	2,000.00
	Mahaska county.....	1,784.86
	Monroe county.....	2,000.00
	Muscatine county.....	2,000.00
	Polk county.....	2,000.00
	Scott county.....	2,000.00
	Van Buren county.....	2,000.00
	Wapello county.....	2,000.00
	Washington county.....	1,500.00
	Warren county.....	2,000.00
Sept. 16	By cash apportioned to—	
	Buchanan county.....	2,000.00
	Henry county.....	2,000.00
	Jackson county.....	1,000.00
	Mahaska county.....	526.42
	Muscatine county.....	3,000.00
	Polk county.....	2,000.00
	Warren county.....	1,000.00
	Wapello county.....	2,000.00
	Van Buren county.....	2,000.00
Nov. 5	By balance in Treasury.....	3,095.00—\$53,418.78

RECAPITULATION.

1869.	DR.	
Nov. 2	To balance in Treasury.....	\$ 7,728.10
1871.		
Nov. 5	To total amount of receipts.....	45,685.68—\$5341
1871.	CR.	
Nov. 5	By total amount of disbursements.....	50,318.78
Nov. 5	By balance in Treasury.....	3,095.00—\$53,418.78

STATEMENT "C."

SAMUEL E. RANKIN *in account with the State of Iowa from November 2nd 1869, to November 5th 1871, inclusive.*

TEMPORARY SCHOOL FUND.

1869.	DR.		
Nov. 2	To balance in treasury.....	\$	88.00
Dec. 4	To cash received of Redmond Maguire		133.50
Dec. 13	To cash received of Mrs. Mary Scott, (Ead's loan		134.40
Dec. 14	To cash received of Louis Schutz, (Ead's loan),,		44.80
Dec. 28	To cash received of Ransom G. Arnold, (Ead's loan).....		90.74
1870.			
Jan. 4	To cash received of James Embree. (Ead's loan)		45.47
Jan. 4	To cash received of H. M. Close, (Ead's loan) ..		76.80
Jan. 15	To cash received of Geo. Marshall, (Ead's loan)		22.40
Feb. 1	To cash received of Redmond Maguire, (Ead's loan).....		182.00
Mar. 7	To cash received from interest on State loan ..	10,889.21—	\$ 11,157.32
	CR.		
Mar. 7	By cash transferred to General Revenue.....	11,157.32—	11,157.32
1870.	DR.		
Apr. 25	To cash received of James Embree, (Ead's loan)		17.79
May 13	To cash received of Mardis & Fell, (Ead's loan)		132.00
Sept. 3	To cash received of A. F. Hill, (Ead's loan)....		104.00
Sept. 7	To cash received from interest on State loan...	15,852.57—	16,106.36
	CR.		
Sept. 7	By cash transferred to General Revenue.....	16,106.36—	16,106.36
1870.	DR.		
Sept. 22	To cash received of Frederick Russie.....		88.00
Dec. 5	To cash received of Redmond Maguire		133.50
Dec. 16	To cash received of Louis Schutz, (Ead's loan) .		44.80
Dec. 29	To cash received of J. D. & R. G. Arnold, (Ead's loan).....		90.74
1871.			
Jan. 7	To cash received of H. M. Close, (Ead's loan) ..		76.80
Jan. 21	To cash received of Geo. Marshall (Ead's loan)		22.40
Mar. 14	To cash received from interest on State loan...	13,783.67—	14,189.91

STATEMENT "C"—CONTINUED.

Temporary School Fund—Continued.			
1871.	CR.		
Mar. 14	By cash transferred to General Revenue... ..	\$ 14,189.91—	\$ 14,189.91
	—		
	DR.		
May 17	To cash received of Mardis & Fell (Eads' Loan)	\$ 132.00	
Sept. 5	To cash received from interest on State Loan.....	8,934.61—	4,066.61
	CR.		
Sept. 5	By cash transferred to General Revenue.....	4,066.61—	4,066.61
	—		
	DR.		
Sept. 5	To cash received of A. F. Hill (Eads' Loan)....	104.00	
Sept. 30	To cash received of Redmond Maguire.....	182.00	
Oct. 27	To cash received of Redmond Maguire.....	166.83	
Oct. 31	To cash received of Frederick Russie.....	38.00—	490.83
	CR.		
Nov. 5	By balance in Treasury	490.83—	490.83

RECAPITULATION.

1869.	DR.		
Nov. 2	To balance in treasury.....	\$ 38.00	
1871.			
Nov. 5	To total amount of receipts....	45,482.20—	\$45,520.20
1871.	CR.		
Nov. 5	By total amount of disbursements.....	\$ 45,029.37	
Nov. 5	By balance in Treasury.....	490.83—	\$45,520.20

STATEMENT "D."

SAMUEL E. RANKIN in account with the State of Iowa, from November 2, 1869, to November 5, 1871, inclusive.

SWAMP LAND INDEMNITY FUND.		
1869.	DR	
Nov. 2	To balance in treasury.....	\$ 5,306.30
1870.		
Mar. 1	To cash received of U. S. Government for Webster county.....	3,081.16—\$ 8,387.46
1870.	CR.	
Apr. 8	By cash paid Webster county.....	8,019.54
June 17	By cash paid Clinton county.....	2,788.47
1871.		
Nov. 5	By balance in treasury.....	2,684.45— 8,387.46

RECAPITULATION.

1869.	DR.	
Nov. 2	To balance in Treasury.....	\$ 5,306.30
1871.		
Nov. 5	To total amount of receipts... ..	3,081.16—\$ 8,387.46
1871.	CR.	
Nov. 5	By total amount of disbursements.....	\$ 5,758.01
Nov. 5	By balance in Treasury	2,684.45—\$ 8,387.46

STATEMENT "E."

SAMUEL E. RANKIN, in account with the State of Iowa, from November 2, 1869, to November 5, 1871, inclusive.

COUPON FUND.		
1869.	DR.	
Nov. 2.	To balance in Treasury.....	\$ 29.56
Dec. 28.	To warrant to pay January interest on State bonds.....	10,560.00

STATEMENT "E."—CONTINUED.

Coupon Fund.—Continued

1870.		
March 4.	To warrants to pay July interest on State bonds.	\$ 1,000.00
June 27.	To warrants to pay July interest on State bonds.	10,500.00
Dec. 23.	To warrants to pay January interest on State bonds.....	10,525.00
1871.		
June 24.	To warrants to pay July interest on State bonds.	10,500.00—\$ 43,054.56
1870.	CR.	
March 5.	By coupons of State bonds redeemed.....	11,168 15
June 4.	By coupons of State bonds redeemed.....	24.50
Sept. 3.	By coupons of State bonds redeemed.....	10,075.86
Nov. 5.	By coupons of State bonds redeemed.....	42.00
Dec. 31.	By coupons of State bonds redeemed.....	2,471.00
1871.		
March 4.	By coupons of State bonds redeemed.....	8,272.20
June 3.	By coupons of State bonds redeemed.....	1,099.00
Sept. 2.	By coupons of State bonds redeemed.....	2,688.00
Nov. 5.	By coupons of State bonds redeemed.....	5,960.50
Nov. 5.	By balance in Treasury.....	1,253.85— 43,054.56

RECAPITULATION.

1869.	DR.	
Nov. 2.	To balance in Treasury.....	\$ 29.56
1871.		
Nov. 5.	To total amount of receipts.....	\$4 3,025.00— \$43,054.56
1871.	CR.	
Nov. 5.	By total amount of disbursements.....	\$ 41,800.71
Nov. 5.	By balance in Treasury.....	1,253.85— \$43,054 56

STATEMENT "F."

SAMUEL E. RANKIN, *in account with the State of Iowa, from November 2, 1869, to November 5, 1871, inclusive.*

DICTIONARY FUND.			
1869.	DR.		
Nov. 2.	To balance in Treasury.....	\$ 20.00—	\$20.00
1870.	CR.		
May 7.	By cash paid Merriman & Co.....	\$ 20.00—	\$20.00

STATEMENT "G."

SAMUEL E. RANKIN *in account with the State of Iowa from November 2d, 1869, to November 5th, 1871, inclusive.*

DES MOINES RIVER IMPROVEMENT FUND.			
1869.	DR.		
Nov. 2	To balance in Treasury	\$ 3,916.74—	\$3,916.74
1869.	CR.		
Dec. 31	By Des Moines River Improvement Warrants re- deemed	,589.70	
1870.			
June 4	By Des Moines River Improvement Warrants re- deemed	118.55	
Nov. 5	By Des Moines River Improvement Warrants re- deemed	146.61	
1871.			
Nov. 5	By balance in Treasury	61.88—	3,916.74

RECAPITULATION.

1869.	DR.		
Nov. 2	To balance in Treasury	\$ 3,916.74—	\$3,916.74
1871.	CR.		
Nov. 5	By total amount of disbursements	3,854.86	
Nov. 5	By balance in Treasury	\$ 61.88—	\$3,916.74

STATEMENT "H."

SAMUEL E. RANKIN, *in account with the State of Iowa from, November 2, 1869, to November 5, 1871, inclusive.*

AGRICULTURAL COLLEGE ENDOWMENT FUND.

1869.	Dr		
Nov. 8	To cash received of Geo. W. Bassett, Agent for College Lands.....	\$ 240.00	
Nov. 8	To cash received of Geo. W. Bassett, Agent for College Lands.	2,485.14	
Dec. 31	To cash received of Geo. W. Bassett, Agent for College Lands.....	280.00	
1870.			
Apr. 1	To cash received of Geo. W. Bassett, Agent for College Lands.....	480.00	
June 30	To cash received of Geo. W. Bassett, Agent for College Lands.....	2,367.27	
1871.			
Jan. 4	To cash received of Geo. W. Bassett, Agent for College Lands.....	480.00	
Apr. 10	To cash received of Geo. W. Bassett, Agent for College Lands.....	360.00—	\$ 6,692.41
1871.	Cr.		
Nov. 4	By balance in Treasury.....	\$ 6,692.41—	\$6,692.41

\$5,900 of which amount is invested in Iowa State Bonds, under provisions of section 3, chapter 71, Acts of Eleventh General Assembly.

STATEMENT "I."

SAMUEL E. RANKIN, *in account with the State of Iowa, from November 2d, 1869, to November 5th, 1871, inclusive.*

RAILROAD TAX.

1870.	Dr.	
Feb. 10	To cash received of Dubuque Southwestern.....	\$ 1,900.00
Feb. 10	To cash received of Cedar Falls and Minnesota..	24.48
Feb. 10	To cash received of Sioux City and Pacific.....	2,578.07
Feb. 10	To cash received of Iowa Falls and Sioux City ..	146.65
Feb. 10	To cash received of Dubuque and Sioux City....	12,905.88
Feb. 10	To cash received of Cedar Falls and Minnesota..	1,109.71
Feb. 10	To cash received of Iowa Falls and Sioux City ..	409.24

STATEMENT "I."—CONTINUED.

Railroad Tax.—Continued.		
Feb. 24	To cash received of Council Bluffs and St. Joseph	\$ 3,015.13
Mar. 1	To cash received of Chicago, Rock Island, and Pacific.....	18,618.91
Mar. 1	To cash received of Chicago, Iowa, and Nebraska	12,610.27
Mar. 1	To cash received of Cedar Rapids and Missouri River.....	24,895.36
Mar. 1	To cash received of Clinton and Lyons Horse....	10.20
Mar. 12	To cash received of Dunleath and Dubuque Bridge Company.....	806.72
Mar. 19	To cash received of Des Moines Street.....	6.84
Mar. 23	To cash received of McGregor Western.....	6,380.51
Mar. 23	To cash received of McGregor and Sioux City...	271.54
Mar. 30	To cash received of Burlington, Cedar Rapids, and Minnesota.....	186.35
Apr. 30	To cash received of Burlington and Missouri River	10,832.64
May 2	To cash received of Dubuque Street.....	119.19
May 8	To cash received of Keokuk and St. Paul.....	725.93
May 16	To cash received of Iowa River.....	265.68
May 16	To cash received of Central Railroad of Iowa....	121.58
May 21	To cash received of St. Louis and Cedar Rapids	157.14
May 30	To cash received of Des Moines Valley.....	7,557.12—\$105,655.10
1871.		
Feb. 22	To cash received of Keokuk and St. Paul.....	1,431.02
Feb. 22	To cash received of St. Louis and Cedar Rapids..	563.77
Feb. 24	To cash received of Dubuque and Sioux City....	22,709.31
Feb. 24	To cash received of Iowa Falls and Sioux City ..	1,406.72
Feb. 24	To cash received of Cedar Falls and Minnesota..	1,411.01
Feb. 27	To cash received of Burlington and Missouri River.....	33,239.01
Feb. 28	To cash received of Chicago, Rock Island, and Pacific.....	33,532.89
Feb. 28	To cash received of Chicago Southwestern.....	131.08
Mar. 1	To cash received of Sioux City and Pacific.....	2,367.33
Mar. 1	To cash received of Iowa Falls and Sioux City ..	805.37
Mar. 1	To cash received of Iowa Falls and Sioux City..	71.80
Mar. 2	To cash received of Chicago, Iowa, and Nebraska,	29,260.86
Mar. 2	To cash received of Cedar Rapids and Missouri River....	31,273.41
Mar. 2	To cash received of Iowa Midland Railway	37.24
Mar. 2	To cash received of Dubuque Southwestern.....	2,172.16
Mar. 2	To cash received of Milwaukee and St. Paul	10,636.24
Mar. 7	To cash received of Sabula, Ackley, and Dakota.	3.25
Mar. 8	To cash received of Central Railroad of Iowa ...	1,033.54
Mar. 9	To cash received of Kansas City, St. Joe, and Council Bluffs.....	3,899.84
Mar. 29	To cash received of Burlington and Cedar Rapids.	1,726.05
Mar. 31	To cash received of Davenport and St. Paul.....	75.88
May 27	To cash received of Des Moines Valley.....	8,794.44
June 29	To cash received of Dubuque Street Railway....	139.78—\$186,722.04
	Total.....	\$292,377.14
1870.	CR.	
June 7	By cash paid Polk county.....	\$ 697.20
June 9	By cash paid Carroll county	1,167.02
June 9	By cash paid Jasper county.....	859.25
June 9	By cash paid Tama county.....	1,167.00

STATEMENT "I."—CONTINUED.

Railroad Tax—Continued.

June 9	By cash paid Boone county	\$ 1,258.55
June 9	By cash paid Marshall county.....	1,254.44
June 9	By cash paid Dallas county.....	441.00
June 9	By cash paid Madison county.....	213.44
June 9	By cash paid Wapello county.....	518.55
June 9	By cash paid Cass county.....	691.48
June 10	By cash paid Cedar county.....	2,095.55
June 10	By cash paid Linn county.....	2,302.65
June 10	By cash paid Greene county.....	1,120.75
June 10	By cash paid Iowa county....	633.30
June 10	By cash paid Johnson county	683.75
June 10	By cash paid Muscatine county.....	1,137.95
June 10	By cash paid Poweshiek county	642.60
June 10	By cash paid Clinton county	2,946.23
June 11	By cash paid Washington county.....	277.45
June 11	By cash paid Des Moines county.....	456.85
June 11	By cash paid Woodbury county.....	379.90
June 11	By cash paid Hardin county.....	669.28
June 11	By cash paid Buchanan county.....	1,107.64
June 11	By cash paid Benton county.....	1,164.47
June 11	By cash paid Pottawattamie county.....	2,890.31
June 11	By cash paid Lee county.....	285.76
June 11	By cash paid Jones county.....	341.93
June 11	By cash paid Lucas county.....	508.85
June 11	By cash paid Clarke county.....	508.85
June 11	By cash paid Henry county	378.00
June 11	By cash paid Appanoose county	25.00
June 11	By cash paid Union county.....	504.01
June 11	By cash paid Jefferson county.....	499.16
June 11	By cash paid Fremont county	736.95
June 13	By cash paid Monona county....	411.84
June 13	By cash paid Story county.....	1,109.84
June 13	By cash paid Scott county.....	343.75
June 13	By cash paid Howard county.....	900.42
June 13	By cash paid Adams county.....	512.73
June 13	By cash paid Davis county.....	53.57
June 15	By cash paid Allamakee county	134.90
June 15	By cash paid Butler county.....	1,125.07
June 15	By cash paid Bremer county	145.93
June 15	By cash paid Montgomery county.....	520.87
June 15	By cash paid Shelby county	161.14
June 15	By cash paid Winneshiek county.....	1,416.57
June 15	By cash paid Guthrie county.....	488.82
June 15	By cash paid Mills county.....	1,101.95
June 15	By cash paid Louisa county....	491.35
June 16	By cash paid Hamilton county.....	63.55
June 16	By cash paid Floyd county.....	187.99
June 16	By cash paid Dubuque county.....	1,943.88
June 16	By cash paid Grundy county.....	7.40
June 16	By cash paid Harrison county...	1,898.40
June 16	By cash paid Black Hawk county.....	1,261.86
June 16	By cash paid Franklin county.....	49.64
June 17	By cash paid Mitchell county.....	170.64
June 17	By cash paid Cerro Gordo county.....	16.22
June 17	By cash paid Crawford county.....	1,441.60
June 18	By cash paid Cherokee county.....	31.70
June 18	By cash paid Adair county.....	211.70

STATEMENT "I."—CONTINUED.

Railroad Tax.—Continued.

June 20	By cash paid Chickasaw county.....	\$ 99.77
June 20	By cash paid Clayton county.....	765.54
June 22	By cash paid Plymouth county.....	95.46
June 24	By cash paid Monroe county.....	537.93
June 25	By cash paid Webster county.....	35.78
June 29	By cash paid Delaware county.....	1,242.63
June 30	By cash paid Jasper county.....	270.43
June 30	By cash paid Wapello county.....	466.26
July 2	By cash paid Lee county.....	407.98
July 2	By cash paid Boone county.....	46.62
July 2	By cash paid Mahaska county.....	831.66
July 2	By cash paid Polk county.....	413.42
July 2	By cash paid Marion county.....	225.36
July 2	By cash paid Dallas county.....	419.63
July 2	By cash paid Davis county.....	11.66
July 5	By cash paid Webster county.....	310.84
July 5	By cash paid Van Buren county.....	520.66
July 26	By cash paid Greene county.....	357.46
Sept. 3	By amount transferred to general revenue.....	52,827.60—\$105,655.14
1871.		
Apr. 5	By cash paid Polk county.....	2,009.05
Apr. 5	By cash paid Dallas county.....	1,270.60
Apr. 5	By cash paid Wapello county.....	2,143.40
Apr. 6	By cash paid Page county.....	893.74
Apr. 6	By cash paid Montgomery county.....	2,624.13
Apr. 6	By cash paid Johnson county.....	1,970.27
Apr. 6	By cash paid Lee county.....	901.32
Apr. 7	By cash paid Clinton county.....	11,177.98
Apr. 7	By cash paid Jasper county.....	2,498.80
Apr. 7	By cash paid Muscatine county.....	3,448.75
Apr. 7	By cash paid Poweshiek county.....	1,890.08
Apr. 7	By cash paid Washington county.....	832.98
Apr. 7	By cash paid Lucas county.....	2,038.46
Apr. 7	By cash paid Scott county.....	1,016.40
Apr. 7	By cash paid Iowa county.....	1,824.00
Apr. 8	By cash paid Davis county.....	276.70
Apr. 8	By cash paid Des Moines county.....	1,798.88
Apr. 8	By cash paid Hardin county.....	1,707.13
Apr. 8	By cash paid Madison county.....	615.05
Apr. 8	By cash paid Guthrie county.....	1,408.55
Apr. 8	By cash paid Louisa county.....	1,595.41
Apr. 8	By cash paid Jefferson county.....	2,019.11
Apr. 8	By cash paid Union county.....	2,053.67
Apr. 8	By cash paid Cass county.....	1,992.43
Apr. 8	By cash paid Henry county.....	1,483.21
Apr. 8	By cash paid Jones county.....	625.47
Apr. 8	By cash paid Linn county.....	7,258.70
Apr. 8	By cash paid Story county.....	2,210.50
Apr. 8	By cash paid Green county.....	2,236.23
Apr. 8	By cash paid Tama county.....	2,313.12
Apr. 8	By cash paid Boone county.....	2,511.65
Apr. 10	By cash paid Franklin county.....	283.07
Apr. 10	By cash paid Appanoose county.....	76.31
Apr. 10	By cash paid Mahaska county.....	120.46
Apr. 10	By cash paid Monona county.....	605.09
Apr. 10	By cash paid Hamilton county.....	220.71
Apr. 10	By cash paid Plymouth county.....	348.39

STATEMENT "I."—CONTINUED.

Railroad Tax—Continued.

Apr. 10	By cash paid Carroll county.....	\$12,318.61
Apr. 10	By cash paid Delaware county.....	8,364.36
Apr. 10	By cash paid Cherokee county.....	296.24
Apr. 10	By cash paid Buchanan county.....	8,120.98
Apr. 10	By cash paid Harrison county.....	8,522.33
Apr. 10	By cash paid Adams county.....	1,996.62
Apr. 10	By cash paid Shelby county.....	464.32
Apr. 11	By cash paid Floyd county.....	1,127.29
Apr. 11	By cash paid Calhoun county.....	147.62
Apr. 11	By cash paid Hancock county.....	823.67
Apr. 12	By cash paid Bremer county.....	290.81
Apr. 12	By cash paid Benton county.....	2,486.08
Apr. 14	By cash paid Mitchell county.....	618.49
Apr. 14	By cash paid Jackson county.....	4.62
Apr. 14	By cash paid Cedar county.....	7,734.60
Apr. 14	By cash paid Mills county.....	8,926.94
Apr. 14	By cash paid Woodbury county.....	597.38
Apr. 14	By cash paid Grundy county.....	20.86
Apr. 14	By cash paid Winneshiek county.....	1,892.40
Apr. 15	By cash paid Adair county.....	610.02
Apr. 15	By cash paid Marshall county.....	2,535.78
Apr. 15	By cash paid Clayton county.....	772.62
Apr. 17	By cash paid Chickasaw county.....	1,000.40
Apr. 17	By cash paid Pottawattamie county.....	6,559.08
Apr. 17	By cash paid Pocahontas county.....	97.42
Apr. 17	By cash paid Crawford county.....	2,879.61
Apr. 18	By cash paid Buena Vista county.....	252.62
Apr. 18	By cash paid Kossuth county.....	449.28
Apr. 19	By cash paid Cerro Gordo county.....	1,225.14
Apr. 19	By cash paid Clarke county.....	2,000.42
Apr. 19	By cash paid Fremont county.....	3,892.34
Apr. 20	By cash paid Allamakee county.....	136.15
Apr. 26	By cash paid Dubuque county.....	4,038.15
Apr. 27	By cash paid Black Hawk county.....	3,728.51
Apr. 28	By cash paid Howard county.....	908.76
May 1	By cash paid Monroe county.....	2,162.90
May 2	By cash paid Butler county.....	3,169.06
May 15	By cash paid Webster county.....	275.73
May 23	By cash paid Worth county.....	381.20
June 8	By cash paid Dallas county.....	765.02
June 9	By cash paid Boone county.....	84.94
June 9	By cash paid Wapello county.....	849.40
June 9	By cash paid Marion county.....	410.54
June 10	By cash paid Davis county.....	21.23
June 10	By cash paid Van Buren county.....	948.50
June 12	By cash paid Lee county.....	743.22
June 12	By cash paid Mahaska county.....	604.21
June 12	By cash paid Jasper county.....	492.65
June 14	By cash paid Polk county.....	746.90
June 16	By cash paid Greene county.....	651.20
June 20	By cash paid Webster county.....	717.74
June 30	By cash paid Mills county.....	100.00
July 5	By cash paid Dubuque county.....	111.82
Sept. 2	By amount transferred to General Revenue.....	37,344.34—\$186,722.04
		\$292,377.14

TABLE No. 1.

Showing the whole number of miles of Railroad on the 31st of December, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

NAMES OF RAILROADS.	1862	1863	1864	1865	1866	1867	1868	1869	1870
St. Louis and North Western	75	75	75	75	100	180	180	279	349.60
Missouri River	70	83	98	123	248	272	272	272	274.19
Nebraska	82	82	82	82	82	82	82	82	81.84
St. Louis and North Western	44	44	44	54	54	54	54	54	54.76
City and Pacific	97	97	97	181	148	148	148	148	148.84
St. Louis and North Western	148	157	157	165	181	224	277	369	369.82
St. Louis and North Western	90	90	114	129	168	168	168	243	248.49
St. Louis and North Western	25	25	25	25	25	25	25	42	42.03
St. Louis and North Western			35	50	50	84	84	169	250.00
St. Louis and North Western				14	14	14	42	75	75.58
St. Louis and North Western						37	74	80	80.00
St. Louis and North Western							52	52	54.88
St. Louis and North Western								55	144.90
St. Louis and North Western								22	41.37
St. Louis and North Western								48	151.00
St. Louis and North Western								101	183.64
St. Louis and North Western									45.84
St. Louis and North Western									43.00
St. Louis and North Western									20.05
St. Louis and North Western									80.00
Total number of miles each year complete.	626	653	727	847	1060	1228	1448	2081	2683.82
Miles of track built in each year.		27	74	120	213	168	220	538	602.09

* Operated by the Chicago and Northwestern Railroad Company.

† Operated by the Illinois Central Railroad Company.

‡ Have been operated less than a month.

TABLE No. 2.

Showing the number of miles of each Railroad in each County December 31, 1870.

NAME OF RAILROADS AND MILES OF TRACK.

COUNTIES	Burlington & Mis- souri River.	Cedar Rapids & Mis- souri River.	Chicago, Iowa & Nebraska.	Dubuque Southwes- tern.	Chicago, Rock Island & Pacific.	Des Moines Valley.	Keokuk & St. Paul.	Milwaukee & St. Paul.	Cedar Falls & Minne- sota.	Sioux City & Pacific.	Kansas City, Saint Joseph & Council Bluffs.	Burlington, Cedar Rapids & Minn.	St. Louis & Cedar Rapids.	Central Railroad of Iowa.	Iowa Falls & Sioux City.	Chicago & South- western.	Davenport & St. Paul.	Dubuque & Sioux City.	Sabula, Ackley & Dakota.	Iowa Midland Rail- way.	Total.
Adair	28.25				8.41																8.41
Adams																					28.25
Allamakee								4.00													4.00
Appanoose												23.05									7.00
Benton		24.81							7.37			23.01							26.72		47.89
Black Hawk																					57.10
Boone		27.53				8.00			19.47												80.53
Bremer																					19.47
Buchanan																			21.52		24.53
Buena Vista																25.40					25.40
Butler																14.81			24.91		24.91
Calhoun																					14.81
Carroll																					25.41
Cass												8.89									27.47
Cedar			25.00		27.47																40.77
Cerro Gordo					6.88			38.10							18.00						51.10
Cherokee																29.79					29.79
Chickasaw								26.80	7.04												38.84
Clarke	26.30																				26.30
Clayton								22.70										21.54			22.70
Clinton		2.70	38.00																	18.02	110.26
Crawford		31.56																			31.56
Dallas					17.52	27.02															44.54
Davis				7.83		.75							25.38								26.13
Delaware							8.94					21.51							24.46		82.39
Des Moines	17.75																				48.23
Dubuque				7.78															29.80		87.58
Floyd								24.80	18.96										1.09		43.78
Franklin																					29.09
Fremont	30.50										27.66				28.00						58.16

TABLE No. 2.

Showing the number of miles of each Railroad in each County December 31, 1870.

COUNTIES.	NAME OF RAILROADS AND MILES OF TRACK.															Total.						
	Burlington & Mis- souri River.	Cedar Rapids & Mis- souri River.	Chicago, Iowa & Nebraska.	Dubuque Southwes- tern.	Chicago, Rock Island & Pacific.	Des Moines Valley.	Keokuk & St. Paul.	Millwaukee & St. Paul.	Cedar Falls & Minne- sota.	Sioux City & Pacific.	Kansas City, Saint Joseph & Council Bluffs.	Burlington, Cedar Rapids & Minn.	St. Louis & Cedar Rapids.	Central Railroad of Iowa.	Iowa Falls & Sioux City.	Chicago & South- western.	Davenport & St. Paul.	Dubuque & Sioux City.	Sabula, Ackley & Dakota.	Iowa Midland Rail- way.		
Adair	28.25				8.41																	8.41
Adams																						26.25
Allamakee								4.00														4.00
Appanoose																						7.00
Benton		24.84										23.05										47.89
Black Hawk									7.37			23.01							26.72			57.10
Boone		27.53				8.00																80.53
Bremer																						19.47
Buchanan																						24.52
Buena Vista																25.40			24.52			25.40
Butler																14.81			24.91			24.91
Calhoun																						14.84
Carroll		25.41																				25.41
Cass																						27.47
Cedar			25.00		27.47							8.89			18.00							40.77
Cerro Gordo					6.86			38.10														51.10
Cherokee																29.79						29.79
Chickasaw								26.80	7.04													88.34
Clarke	26.30																					26.30
Clayton								22.70														22.70
Clinton		2.70	38.00															21.54				110.26
Crawford		31.56																		18.02	30.00	81.56
Dallas					17.52	27.02																44.54
Davis				7.93		.75							25.38									26.13
Delaware																			24.46			82.39
Des Moines	17.75						8.94					21.54										48.23
Dubuque				7.78															26.80			87.58
Floyd								24.80	18.06										1.09			43.76
Franklin																						29.09
Fremont	30.50										27.66				28.00							58.16

Howard	24.63	19.42	28.00	31.90	27.14	22.00	4.03	26.50	11.19	2.08	47.51									
Howe	19.50	19.42	28.00	31.90	27.14	22.00	4.03	26.50	11.19	2.08	19.42									
Jackson	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	22.20									
Jasper	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Jefferson	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Johnson	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Jones	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Kosuth	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Lee	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Linn	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Louisa	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Lucas	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Madison	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Mahaska	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Marion	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Marshall	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Mills	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Mitchell	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Monroe	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Monroe	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Montgomery	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Muscatine	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Page	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Plymouth	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Pocahontas	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Polk	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Pottawattamie	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Poweshiek	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Scott	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Shelby	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Story	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Tama	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Union	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Van Buren	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Wapello	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Washington	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Webster	26.75	25.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	27.16	24.20									
Total	349.60	274.19	61.84	54.76	46.82	44.49	42.03	250.00	75.55	60.00	54.88	144.00	41.87	151.18	45.54	43.00	142.85	20.05	20.00	2,088.82

TABLE No. 4.
BURLINGTON AND MISSOURI RIVER RAILROAD,
Showing the apportionment of tax for the years 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

COUNTIES.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	AGGREGATE.
I' des Moines	\$ 230.10	\$ 342.63	\$ 442.28	\$ 528.72	\$ 393.02	\$ 411.70	\$ 414.21	\$ 344.08	\$ 1350.11	\$ 4456.85
Henry	255.26	382.94	494.30	590.54	444.29	452.26	455.05	378.00	1483.21	4935.85
Jefferson	348.34	524.00	676.35	808.10	586.68	597.25	600.90	499.16	1958.50	6599.28
Wapello	174.72	262.00	338.25	404.05	609.47	620.45	624.24	518.55	2034.65	5586.38
Monroe					233.54	643.64	647.58	537.93	2091.71	4154.40
Lucas						395.73	612.57	508.85	2038.46	3455.61
Clarke							612.57	508.85	2000.42	3121.84
Union							241.14	504.01	2053.67	2798.82
Adams								512.73	1996.62	2509.35
Montgomery								520.87	2624.13	3145.00
Mills								583.29	2985.46	3568.75
Pottawattamie									760.63	760.63
Page									893.74	893.74
Fremont									2319.90	2319.90
Amount to counties	1008.42	1511.57	1951.18	2331.41	2267.00	3021.03	4208.26	5416.32	26591.21	48306.40
Amount to State	1008.43	1511.57	1951.19	2331.42	2266.95	3021.04	4208.27	5416.32	6647.80	28362.99
Total	2016.85	3023.14	3902.37	4662.83	4533.95	6042.07	8416.53	10832.64	33239.01	76669.39

Penalty included in the year 1869 of \$107.25.

TABLE No. 5.

CEDAR RAPIDS AND MISSOURI RIVER RAILROAD.

Showing the Apportionment of Tax for the years 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

COUNTIES.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	AGGREGATE.
Clinton.....	\$ 28 65	\$ 62 86	\$ 121 70	\$ 191 17	\$ 111 36	\$ 305 32	\$ 440 13	\$ 503 40	\$ 246 33	\$ 246 33
Linn.....	51 60	157 10	304 40	469 56	253 11	698 45	1,030 30	1,144 14	997 54	2,757 13
Benton.....	58 05	157 10	304 40	468 56	258 17	707 32	1,020 30	1,167 00	2,266 42	6,339 08
Tama.....	16 15	138 25	316 55	480 90	263 24	721 16	1,040 31	1,189 90	2,313 13	6,454 02
Marshall.....			133 90	462 40	248 05	672 65	970 80	1,109 84	2,371 51	6,537 99
Story.....				184 98	279 22	762 77	1,100 34	1,258 55	2,210 50	5,807 64
Boone.....					248 05	679 58	980 30	1,120 75	2,511 65	6,097 49
Greene.....					258 17	707 32	1,020 30	1,167 02	2,318 61	5,264 91
Carroll.....					821 45	878 70	1,260 39	1,441 60	2,879 64	5,471 42
Crawford.....					270 82	839 03	1,210 37	1,384 40	2,767 15	6,776 78
Harrison.....						582 53	840 25	961 08	1,900 14	6,471 77
Pottawattamie.....										4,284 00
Amount to Counties.....	149 45	515 81	1180 05	925 55	951 17	7 54	11,822 20	12,447 82	20,019 92	\$ 62,508 55
Amounts to State.....	149 49	515 31	1180 95							48,744 46
Total.....	298 94	1030 02	2361 90							106,253 01

TABLE No. 6.
CHICAGO, IOWA & NEBRASKA RAILROAD.
Showing the apportionment of Tax for the years 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

COUNTIES.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	AGGRE- GATE.
Clinton	\$ 388.47	\$ 547.75	\$ 986.75	\$ 1578.78	\$ 1518.76	\$ 2120.05	\$ 2787.17	\$ 2941.13	\$ 10869.14	\$ 28738.00
Cedar	258.15	360.85	649.17	1038.74	992.66	1385.04	1821.69	1922.80	7150.75	15578.85
Linn	194.25	273.90	498.38	789.39	744.49	1054.03	1366.25	1441.71	5388.80	11746.20
Amount to counties	840.87	1182.00	2129.30	3406.91	3255.91	4559.12	5975.11	6805.14	23408.69	51063.05
Amount to State	840.91	1182.00	2129.30	3406.92	3255.92	4559.13	5975.11	6805.18	5852.17	33506.59
Total	1681.78	2364.00	4258.60	6813.83	6511.83	9118.25	11950.22	12610.27	29260.86	84569.64

TABLE No. 7.
DUBUQUE & SOUTHWESTERN RAILROAD.
Showing the apportionment of Tax for the years 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

COUNTIES.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	AGGRE- GATE.
Dubuque	\$ 18.00	\$ 29.40	\$ 46.33	\$ 79.42	\$ 95.87	\$ 99.79	\$ 122.48	\$ 134.97	\$ 246.88	\$ 873.14
Delaware	19.22	33.62	49.42	90.75	98.96	103.65	124.84	137.57	251.65	909.68
Jones	48.05	84.00	123.55	226.88	244.31	254.16	310.32	341.93	625.47	2258.67
Linn	19.80	33.62	98.85	204.19	238.13	247.72	304.50	335.52	613.73	2096.06
Amount to counties	105.07	180.64	318.15	601.24	677.27	705.32	862.14	949.99	1737.73	6137.55
Amount to State	105.07	180.64	318.15	601.24	677.28	705.31	862.14	950.00	434.43	4834.26
Total	210.14	361.28	636.30	1202.48	1354.55	1410.63	1724.28	1899.99	2172.16	10971.81

TABLE No. 8.

DUBUQUE AND SIOUX CITY RAILROAD,

Showing the apportionment of tax for the years 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, 1870, and 1870.

COUNTIES.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	AGGREGATE.
Dubuque	\$ 356.00	\$ 429.90	\$ 622.25	\$ 733.94	\$ 854.75	\$ 775.76	\$ 1012.39	\$ 1345.96	\$ 3791.27	\$ 9922.22
Delaware	284.81	343.82	497.80	587.15	698.04	637.33	831.20	1105.06	3112.71	8097.92
Buchanan	292.28	343.82	497.79	587.15	698.04	639.94	833.13	1107.64	3120.98	8120.77
Black Hawk	213.61	257.94	373.35	660.52	762.14	697.84	907.67	1206.72	3399.08	8478.87
Grundy .....	.....	.....	.....	.....	.....	4.18	5.57	7.40	20.86	38.01
Butler .....	.....	.....	.....	611.64	712.29	639.94	846.25	1125.07	3169.06	7104.25
Franklin .....	.....	.....	.....	24.48	28.49	24.03	37.33	49.64	129.75	293.72
Hardin .....	.....	.....	.....	.....	320.53	303.51	379.94	505.45	1428.74	2933.17
Amount to counties	1146.70	1375.48	1691.19	3204.88	4074.28	3722.53	4853.48	6452.98	18167.45	44988.93
Amount to State	1146.71	1375.48	1991.19	3204.89	4074.28	3722.53	4853.48	6452.94	4541.86	31363.36
Total	2293.41	2750.96	3982.38	6409.77	8148.56	7445.06	9706.96	12905.88	22709.31	76352.29

In 1867 the above road and the Cedar Falls & Minnesota Railroad were operated by the Illinois Central Railroad Company, and no separate report made.

TABLE No. 9.

CHICAGO, ROCK ISLAND, AND PACIFIC RAILROAD,

Showing the apportionment of tax for the years 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

COUNTIES.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	AGGREGATE.
Scott.....	\$ 108.58	\$ 187.60	\$ 238.10	\$ 272.28	\$ 240.65	\$ 224.15	\$ 258.76	\$ 343.75	\$ 990.48	\$ 2814.35
Muscatine	363.96	461.21	798.08	912.64	806.60	751.33	856.66	1137.95	3279.03	9367.46
Louisa	152.82	193.66	335.10	383.21	338.68	315.48	358.41	476.10	1371.85	3925.31
Washington	88.47	112.12	194.01	221.86	196.08	182.65	208.87	277.45	799.47	2280.98
Cedar	54.29	68.81	119.15	136.13	120.33	112.08	130.41	173.25	499.13	1413.58
Johnson	217.17	275.20	476.20	544.56	481.34	448.31	514.72	683.75	1970.27	5611.52
Iowa	201.08	254.81	440.93	504.23	445.63	415.11	476.76	633.30	1824.90	5196.75
Poweshiek	140.75	239.63	414.47	514.31	454.53	423.41	483.76	642.60	1851.75	5165.21
Jasper.....	.....	.....	.....	161.35	142.60	564.55	646.85	859.25	2476.90	4851.50
Polk .....	.....	.....	.....	.....	.....	282.27	524.87	697.20	2009.05	3513.39
Dallas .....	.....	.....	.....	.....	.....	.....	331.98	441.00	1270.70	2043.68
Madison .....	.....	.....	.....	.....	.....	.....	160.69	213.44	615.05	989.18
Guthrie .....	.....	.....	.....	.....	.....	.....	247.28	488.82	1408.55	2144.65
Adair .....	.....	.....	.....	.....	.....	.....	59.12	211.70	610.02	880.84
Shelby .....	.....	.....	.....	.....	.....	.....	.....	161.14	464.32	625.46
Cass .....	.....	.....	.....	.....	.....	.....	.....	691.48	1992.48	2683.96
Pottawattamie .....	.....	.....	.....	.....	.....	.....	.....	1177.28	3392.36	4569.64
Amount to Counties.....	1327.12	1743.04	3016.05	3650.57	3226.44	3719.34	5259.14	9309.46	26826.31	58077.46
Amount to State.....	1327.13	1743.04	3016.05	3650.57	3126.45	3819.34	5259.14	9309.45	6706.58	37957.75
Total	2654.25	3486.08	6032.09	7301.14	6352.89	7538.68	10518.28	18618.91	83532.89	96035.21

TABLE No. 10.

DES MOINES VALLEY RAILROAD.

Showing the apportionment of Tax for the years 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

COUNTIES.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	AGGREGATE.
Lee.....	\$ 236.25	\$ 315.32	\$ 349.00	\$ 475.25	\$ 599.90	\$ 678.92	\$ 669.19	\$ 407.98	\$ 743.22	\$ 4475.03
Van Buren.....	321.30	428.82	474.78	646.34	599.90	678.92	669.19	520.66	948.50	5288.41
Davis.....	.....	.....	.....	.....	10.02	11.35	11.16	11.66	21.23	65.42
Wapello.....	292.95	390.98	432.90	589.31	599.90	678.92	669.19	466.26	849.40	4969.81
Mahaska.....	.....	.....	300.30	399.21	399.95	452.62	446.12	331.66	604.21	2934.07
Marion.....	.....	.....	85.00	266.14	819.95	362.28	356.90	225.86	410.54	1976.17
Jasper.....	.....	.....	.....	57.02	399.95	452.62	446.12	270.43	492.65	2118.79
Polk.....	.....	.....	.....	.....	819.95	362.30	356.90	410.00	746.90	2196.05
Dallas.....	.....	.....	.....	.....	.....	.....	.....	419.63	765.02	1184.65
Boone.....	.....	.....	.....	.....	.....	.....	.....	46.62	84.94	131.56
Greene.....	.....	.....	.....	.....	.....	.....	.....	357.46	651.20	1008.66
Webster.....	.....	.....	.....	.....	.....	.....	.....	810.84	717.74	1028.58
Amount to Counties.....	850.50	1135.12	1591.98	2433.27	3249.52	3677.93	3624.77	3778.56	7035.55	27377.20
Amount to State.....	850.70	1135.12	1591.98	2433.27	3249.50	3677.93	3624.75	3778.56	1758.89	22100.70
Total.....	1701.20	2270.24	3183.96	4866.54	6499.02	7355.86	7249.52	7557.12	8794.44	49477.90

Penalty included for the years 1866, 1868, 1869, and 1870, to the amount of \$1236.

TABLE No. 11.

KEOKUK AND ST. PAUL RAILROAD.

Showing the Apportionment of Tax for the years 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

TABLE No. 12.

MILWAUKEE AND ST. PAUL RAILROAD.

*Showing the Apportionment of Tax for the years 1864, 1865, 1866, 1867, 1868, 1869, and 1870.

	1867.	1868.	1869.	1870.	AGGREGATE.
Clayton....	\$ 395.35	\$ 608.41	\$ 765.54	\$ 772.92	\$ 3,764.65
Allamakee.	69.86	117.79	134.90	136.15	679.73
Winnebick	548.39	786.23	1,416.57	1,592.40	5,717.98
Howard....	465.01	918.73	900.42	908.76	3,234.88
Chickasaw.	.....	.....	47.10	895.15	942.25
Floyd.....	.....	.....	45.28	844.09	889.87
Cerro Gordo	.....	.....	16.22	1,126.58	1,142.80
Hancock...	.....	.....	.....	823.67	823.67
Kossuth...	.....	.....	.....	449.28	449.28
Mitchell...	.....	.....	.....	279.09	279.09
Worth.....	.....	.....	.....	381.20	381.20
Amount 1	1,473.41	2,491.19	3,326.00	8,508.99	18,304.90
Amount 2	1,473.41	2,491.17	3,326.02	2,127.35	11,923.18
Total.....	2,946.82	4,982.35	6,652.02	10,636.34	30,228.08

Penalties included in the years 1864 and 1866 to the amount of \$445.60.

* No part of road built until 1864.

TABLE No. 13.

CEDAR FALLS AND MINNESOTA RAILROAD,*

Showing the apportionment of tax for the years 1865, 1866, 1867, 1868, 1869, and 1870.

COUNTIES.	1865.	1866.	1867.	1868.	1869.	1870.	AGGREGATE.
Black Hawk	\$ 109.49	\$ 156.30	\$ 191.55	\$ 48.70	\$ 55.14	\$ 110.15	\$ 671.33
Bremer.....	94.89	135.46	173.70	128.57	145.93	290.81	969.36
Chickasaw .....	.....	.....	.....	46.53	52.67	105.25	204.45
Floyd.....	.....	.....	.....	53.53	142.71	283.20	479.44
Mitchell .....	.....	.....	.....	.....	170.64	339.40	510.04
Amount to Counties	204.38	291.76	364.25	277.33	567.09	1128.81	2834.63
Amount to State	204.40	291.77	365.25	277.32	567.09	282.20	1938.03
Total	408.78	583.53	730.50	554.65	1134.18	1411.01	4822.65

* No part of road completed until 1865.

TABLE No. 14.

SIOUX CITY & PACIFIC RAILROAD.

**Showing the apportionment of Tax for the years 1867, 1868, 1869, and 1870.*

COUNTIES.	1867.	1868.	1869.	1870.	AGGREGATE
Woodbury.....		\$ 189.58	\$ 863.20	\$ 533.59	\$ 1086.37
Monona.....	\$ 7.85	214.97	411.84	605.09	1239.75
Harrison	17.10	230.45	514.00	755.18	1516.73
Amount to Counties.....	24.95	635.00	1289.04	1893.86	3842.85
Amount to State.....	24.96	635.00	1289.03	473.47	2422.46
Total	49.91	1270.00	2578.07	2367.33	\$ 6265.31

TABLE No. 15.

KANSAS CITY, ST. JOSEPH, & COUNCIL BLUFFS RAILROAD.

†Showing the apportionment of Tax for the years 1868, 1869, and 1870.

COUNTIES.	1868.	1869.	1870.	AGGREGATE.
Fremont	\$ 388.31	\$ 736.95	\$ 1572.44	\$ 2697.70
Mills	269.97	518.66	1041.48	1830.11
Pottawattamie	110.94	251.95	505.95	868.84
Amount to Counties	769.22	1507.56	3119.87	5396.65
Amount to State	769.33	1507.57	779.97	3056.87
Total.....	1538.55	3015.13	3899.84	\$ 8453.52

TABLE No. 16.

BURLINGTON, CEDAR RAPIDS, & MINNESOTA RAILROAD.

†Showing the apportionment of Tax for the years 1869 and 1870.

COUNTIES.	1869.	1870.	AGGREGATE.
FIRST DIVISION.			
Des Moines.....	\$ 85.57	\$ 205.27	\$ 240.84
Louisa	15.25	223.56	238.81
Muscatine		169.72	169.72
Cedar		84.72	84.72
SECOND DIVISION.			
Linn	22.02	258.63	280.65
Benton	20.33	219.66	239.99
Black Hawk.....		219.28	219.28
Amount to Counties	93.17	1380.84	1474.01
Amount to State.....	93.17	845.21	438.38
Total	186.34	1726.05	\$ 1912.39

No part of road built until 1867.†No part of road built until 1868.**‡No part of road built until 1869.*

TABLE No. 17.

ST. LOUIS & CEDAR RAPIDS RAILROAD,

*Showing the apportionment of tax for the years 1869 and 1870.**

COUNTIES.	1869.	1870.	AGGRE- GATE.
Davis.....	\$ 53.57	\$ 276.70	\$ 330.27
Appanoose.....	25.00	76.81	101.81
Wapello.....	.....	98.01	98.01
Amount to counties	78 57	451 02	529.59
Amount to State ...	78.57	112.75	191.32
Total.....	\$ 157.14	\$ 563.77	\$ 720.91

Penalty of \$3.08 for 1869, included.

TABLE No. 18.

CENTRAL RAILROAD OF IOWA.

*Showing the apportionment of tax for the years 1869 and 1870.**

COUNTIES.	1869.	1870.	AGGRE- GATE.
Monroe.....	.....	\$ 71.19	\$ 71.19
Mahaska.....	.....	120.46	120.46
Poweshiek .....	.....	38.33	38.33
Jasper .....	.....	21.90	21.90
Marshall	\$ 64.54	164.27	228.81
Hardin	129.08	158.80	287 88
Franklin.....	.....	153.32	153.32
Cerro Gordo .....	.....	98.56	98.56
Amount to counties.....	193.62	826.83	1020.45
Amount to State.....	193.68	206.71	400.34
Total	\$ 387.25	\$1033.54	\$ 1420.79

Penalty of \$7.50 for 1869 included.

* No part of road built until 1869.

TABLE No. 19.

IOWA FALLS AND SIOUX CITY RAILROAD.

*Showing the apportionment of tax for the years 1869 and 1870.**

COUNTIES.	1869.	1870.	AGGREGATE.
Hardin	\$ 34.75	\$ 124.59	\$ 159.34
Hamilton.....	63.55	220.71	284.26
Webster ...	85.78	275.73	311.51
Calhoun .....	.....	147.62	147.62
Pocahontas .....	.....	97.42	97.42
Buena Vista .....	.....	252.62	252.62
Cherokee.	31.70	296.24	327.94
Plymouth.....	95.46	348.39	443.85
Woodbury	16.70	63.79	80.49
Amount to counties.....	277.94	1827.11	2105.05
Amount to State.....	277.95	456.78	734.73
Total	\$ 555.89	\$2283.89	\$ 2839.78

TABLE No. 20.

CHICAGO & SOUTHWESTERN RAILROAD.

Showing the Apportionment of Tax for the year 1870.†

COUNTIES.	1870.	AGGREGATE.
Washington.....	\$ 33.51	\$ 33.51
Wapello.....	10.74	10.74
Jefferson.....	60.61	60.61
Amount to Counties.....	104.86	104.86
Amount to State.....	26.22	26.22
Total.....	\$ 131.08	\$ 131.08

* No part of road built until 1869.

† No part of road built until 1870.

TABLE No. 21.*

DAVENPORT & ST. PAUL RAILROAD.

Showing the Apportionment of Tax for the year 1870.

COUNTIES.	1870.	AGGRE- GATE.
Scott.....	\$ 25.92	\$ 25.92
Clinton.....	30.41	30.41
Jackson	4.37	4.37
Amount to Counties.....	60.70	60.70
Amount to State.....	15.18	15.18
Total.....	\$ 75.88	\$ 75.88

TABLE No. 22.*

SABULA, ACKLEY, & DAKOTA RAILROAD.

Showing the Apportionment of Tax for the year 1870.

COUNTIES.	1870.	AGGRE- GATE.
Jackson.....	\$ 25	\$ 25
Clinton.....	2.32	2.32
Amount to Counties.....	2.57	2.57
Amount to State.....	64	64
Total.....	\$ 3 21	\$ 3.21

TABLE No. 23.*

IOWA MIDLAND RAILWAY.

Showing the Apportionment of Tax for the year 1870.

COUNTIES.	1870.	AGGRE- GATE.
Clinton.....	\$ 29.79	\$ 29.79
Amount to Counties.....	29.79	29.79
Amount to State.....	7.45	7.45
Total.....	\$ 37.24	\$ 37.24

* No part of road completed until 1870.

TABLE No. 24.

Consolidated Table, showing: 1st--Aggregate amount of Tax paid by each Railroad to each county and to the State, and total amount paid by each Railroad. 2d--Aggregate amount paid to each county and to the State. 3d--Total amount paid to counties. 4th--Total tax paid by Railroads.

[illegible]

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TABLE. No. 25.

Showing tax paid by Street Railways and Bridge Companies for the years 1868, 1869, and 1870, and apportionment of same.

COMPANIES.	1868.	1869.	1870.	TOTAL TAX.	APPORTIONED TO COUNTIES.	APPORTIONED TO STATE.	
Dubuque Street Railway.....	\$ 107.58	\$ 119.19	\$ 139.78	\$ 366.55	Dubuque	\$ 225.20	\$ 141.35
Des Moines Street Railway.....	20.54	6.84	.....	27.38	Polk	13.69	13.69
Clinton and Lyons Horse Railway.....	.....	10.20	.....	10.20	Clinton	5.10	5.10
Dunleath and Dubuque Bridge Company.....	27.08	806.72	.....	833.80	Dubuque	416.90	416.90
Total	\$ 155.20	\$ 942.95	\$ 139.78	\$ 1237.93	Total.....	\$ 660.89	\$ 577.04

STATEMENT "J."

SAMUEL E. RANKIN, *in account with State of Iowa, from November 2d, 1869, to November 5th, 1871, inclusive.*

INSURANCE ACCOUNT.

1870.	Dr.	
Jan. 3	To cash from Home, Washington, Iowa.....	\$ 283.73
Jan. 4	To cash from Hawkeye, Des Moines, Iowa.....	483.77
Jan. 6	To cash from Independence, Independence, Iowa..	118.90
Jan. 14	To cash from Southern Iowa, Bloomfield, Iowa..	110.48
Jan. 14	To cash from Aetna, Hartford, Conn.....	1639.22
Jan. 14	To cash from Hartford City Fire, Hartford, Conn	129.21
Jan. 14	To cash from Farmers, Cedar Rapids, Iowa....	818.69
Jan. 14	To cash from Reaper City, Rockford, Ill.....	90.05
Jan. 15	To cash from Fayette Home, Fayette, Iowa.....	196.24
Jan. 19	To cash from Mississippi Valley, Decorah Iowa..	577.75
Jan. 20	To cash from Winneshiek, Freeport, Ill.....	417.71
Jan. 20	To cash from Burlington, Burlington, Iowa... ..	145.52
Jan. 21	To cash from Davenport Fire, Davenport, Iowa..	812.62
Jan. 21	To cash from Mutual Fire, Davenport, Iowa.....	2.66
Jan. 21	To cash from Mutual Fire, Davenport, Iowa.....	20.99
Jan. 22	To cash from Aurora Fire, Aurora, Ill.....	16.08
Jan. 24	To cash from Lamar, Chicago, Ill.....	18.03
Jan. 24	To cash from Phoenix, Hartford, Conn.....	1098.05
Jan. 24	To cash from Home, New Haven, Conn.....	784.54
Jan. 24	To cash from Lorillard, New York, N. Y.....	433.85
Jan. 25	To cash from Iowa State Mutual, Keokuk, Iowa..	226.22
Jan. 25	To cash from Continental Fire, Hartford, Conn..	45.86
Jan. 26	To cash from Pœnix of Brooklyn, N. Y.....	300.08
Jan. 26	To cash from Farmers of Freeport, Ill.....	7.43
Jan. 26	To cash from North American Fire of Hartford, Conn.....	116.53
Jan. 27	To cash from Lumberman's of Chicago, Ill.....	170.46
Jan. 27	To cash from Union Fire of Des Moines, Iowa...	220.27
Jan. 28	To cash from National of Davenport, Iowa.....	1460.40
Jan. 28	To cash from State, of Chicago, Ill.....	116.06
Jan. 28	To cash from Putnam Fire of Hartford, Conn...	557.83
Jan. 28	To cash from Cleveland of Cleveland, Ohio.....	46.71
Jan. 29	To cash from North American of Philadelphia, Pa.	556.11
Jan. 29	To cash from Sangamon, of Springfield, Ills.....	181.65
Jan. 29	To cash from Republic, of Chicago, Ills.....	1091.85
Jan. 29	To cash from Springfield Fire and Marine, of Springfield, Mass.....	117.78
Jan. 31	To cash from Security, of New York, N. Y.....	974.50
Jan. 31	To cash from Home, of New York, N. Y.....	1151.90
Feb. 1	To cash from Market Fire, of New York, N. Y...	13.30
Feb. 1	To cash from St. Paul Fire and Marine, of St. Paul, Minn.....	12.52
Feb. 1	To cash from Aurora Fire, of Covington, Ky....	44.24
Feb. 1	To cash from State, of Des Moines, Iowa.....	256.36
Feb. 3	To cash from U. S. Branch of North British and Mercantile.....	43.82
Feb. 3	To cash from Commercial, of Chicago, Ills.....	3.20

STATEMENT "J."—CONTINUED.

Insurance Account—Continued.

Feb.	3	To cash from State, of Cleveland, Ohio.....	\$ 35.00
Feb.	3	To cash from Buffalo City, of Buffalo, N. Y.....	5.53
Feb.	3	To cash from Merchants, of Chicago, Ills.....	321.00
Feb.	3	To cash from Albany City, of Albany, N. Y.....	85.63
Feb.	3	To cash from Independent, of Boston, Mass.....	9.37
Feb.	3	To cash from Railway Passenger, of Hartford, Conn.....	104.45
Feb.	3	To cash from Manhattan, of New York, N. Y....	177.90
Feb.	3	To cash from Washington, of New York, N. Y..	12.55
Feb.	3	To cash from Traders, of Hartford, Conn.....	165.82
Feb.	4	To cash from Hartford Fire, of Hartford, Conn...	1558.13
Feb.	5	To cash from Western, of Buffalo, N. Y.....	69.67
Feb.	5	To cash from Lamar Fire, of New York, N. Y....	45.15
Feb.	7	To cash from Pacific, of San Francisco, Cal.....	242.25
Feb.	7	To cash from Hartford Steam Boiler Protection...	1.84
Feb.	7	To cash from Merchants, of Hartford, Conn....	131.42
Feb.	7	To cash from International, of New York, N. Y..	259.10
Feb.	9	To cash from Yonkers of New York, N. Y.....	243.26
Feb.	9	To cash from North American Fire, of New York, N. Y.....	190.10
Feb.	9	To cash from Continental, of New York, N. Y..	273.00
Feb.	10	To cash from Atlantic Fire, of Brooklyn, N. Y....	26.95
Feb.	11	To cash from National, of Boston, Mass.....	9.50
Feb.	11	To cash from Republic Fire, of New York, N. Y..	243.70
Feb.	11	To cash from Niagara Fire, of New York, N. Y..	243.70
Feb.	11	To cash from Hanover Fire of New York, N. Y..	243.70
Feb.	11	To cash from Germania Fire of New York, N. Y..	243.70
Feb.	14	To cash from U. S. Branch of Imperial Fire, N. Y.....	95.12
Feb.	24	To cash from London, Liverpool, and Globe.....	174.37—\$21,126.16
1871.			
Jan.	10	To cash from Davenport Fire of Davenport, Iowa	\$ 442.32
Jan.	11	To cash from Mississippi Valley of Decorah, Iowa	849.30
Jan.	12	To cash from Farmers' of Cedar Rapids, Iowa...	1,358.80
Jan.	13	To cash from City Fire of Hartford, Conn.....	151.88
Jan.	16	To cash from Home of Washington, Iowa....	419.20
Jan.	17	To cash from Great Western of Chicago, Ills.....	165.82
Jan.	19	To cash from Aurora Fire of Covington, Ky....	28.52
Jan.	20	To cash from Aetna of Hartford, Conn....	1,727.34
Jan.	20	To cash from Phoenix of Hartford, Conn.....	1,105.22
Jan.	20	To cash from Hawkeye of Des Moines, Iowa.....	553.64
Jan.	21	To cash from Lorillard of New York, N. Y.....	386.96
Jan.	21	To cash from State of Des Moines, Iowa.....	230.94
Jan.	23	To cash from Iowa State Mutual of Keokuk, Iowa	305.48
Jan.	23	To cash from Hartford Fire of Hartford, Conn...	1,485.79
Jan.	23	To cash from Andies of Cincinnati, Ohio.....	67.78
Jan.	24	To cash from Reaper City, Rockford, Ills.....	214.14
Jan.	24	To cash from Connecticut Fire, Hartford, Conn..	51.64
Jan.	24	To cash from Farmers of Freeport, Ills.....	73.66
Jan.	25	To cash from Springfield F. & M., Springfield, Mass	115.28
Jan.	25	To cash from Putnam Fire, Hartford, Conn....	626.22
Jan.	25	To cash from North American Fire of Hartford, Conn.....	140.26
Jan.	25	To cash from Anchor F. & M. of St. Louis, Mo..	71.68
Jan.	27	To cash from German Mutual Fire of Davenport, Iowa.....	3.16

STATEMENT "J."—CONTINUED.

Insurance Account—Continued.

Jan. 27	To cash from Norwich Fire of Norwich, Conn....	\$ 5.16
Jan. 28	To cash from Phoenix of Brooklyn, N. Y.....	819.03
Jan. 30	To cash from American of Chicago, Ills.	107.15
Jan. 30	To cash from Cleveland of Cleveland, Ohio.....	66.81
Jan. 31	To cash from Republic of Chicago, Ills.....	1,069.90
Jan. 31	To cash from Pacific San Francisco, Cal.....	398.04
Jan. 31	To cash from Home, of New York, N. Y.	1,152.44
Jan. 31	To cash from International, of New York, N. Y.	284.92
Jan. 31	To cash from Burlington, of Burlington, Iowa...	161.15
Feb. 1	To cash from Merchants', of Hartford, Conn.....	156.72
Feb. 1	To cash from Yonkers, of New York, N. Y.	382.02
Feb. 1	To cash from Lamar, of Chicago, Ill.....	477.50
Feb. 1	To cash from Continental, of New York, N. Y..	765.36
Feb. 1	To cash from Commercial, of Chicago, Ill	71.08
Feb. 1	To cash from State, of Chicago, Ill.....	178.75
Feb. 3	To cash from National, of Boston, Mass.....	16.10
Feb. 4	To cash from Manhattan, of New York, N. Y...	200.40
Feb. 4	To cash from Security of New York, N. Y.....	986.61
Feb. 6	To cash from Washington, of N. Y.....	40.92
Feb. 6	To cash from St. Paul F. & M., of St. Paul Minn.	62.02
Feb. 6	To cash from Niagara Fire, of New York, N. Y.	214.51
Feb. 6	To cash from Germania, of New York, N. Y....	214.51
Feb. 6	To cash from Hanover, of New York, N. Y.	214.51
Feb. 6	To cash from Republic, of New York, N. Y.....	214.51
Feb. 6	To cash from German, of Freeport, Ill.....	73.20
Feb. 7	To cash from Western, of Buffalo, N. Y.....	149.00
Feb. 7	To cash from Union, of San Francisco, Cal.....	16.44
Feb. 7	To cash from Fireman's Fund, of San Francisco, Cal.....	18.50
Feb. 8	To cash from Market Fire, of New York, N. Y..	26.32
Feb. 9	To cash from Buffalo City, of Buffalo, N. Y.....	22.05
Feb. 10	To cash from North American, of Philadelphia, Pa.	788.85
Feb. 11	To cash from American Central, of St. Louis, Mo.	21.22
Feb. 11	To cash from North American, of New York, N. Y.	192.48
Feb. 13	To cash from Lamar, of New York, N. Y.....	89.52
Feb. 13	To cash from Atlantic Fire, of New York, N. Y..	26.48
Feb. 13	To cash from Liverpool, London & Globe.....	253.66
Feb. 14	To cash from Imperial Fire, of London, England.	121.66
Feb. 14	To cash from Merchant's, of Chicago, Ill.....	1,246.34
Feb. 16	To cash from Aurora Fire, of Aurora, Ill.....	148.56
Feb. 16	To cash from State, of Hannibal, Mo.....	5.70
Feb. 17	To cash from North British and Mercantile.....	93.20
Feb. 18	To cash from Independent, of Boston, Mass	83.68
Feb. 20	To cash from Home, of Columbus, Ohio.....	226.78
Feb. 20	To cash from Home, of Columbus, Ohio	250.00
Feb. 21	To cash from National, of Hannibal, Mo	11.94
Feb. 21	To cash from Franklin Fire, of Philadelphia, Pa.	14.58
Feb. 27	To cash from Albany City, of New York, N. Y.	90.28
Mar. 9	To cash from Fulton Fire, of New York, N. Y. ..	28.62
Mar. 30	To cash from American Life, of Philadelphia, Pa.	82.32
May 1	To cash from Railway Passenger, of Hartford, Conn.....	105.77—\$22,421.80
CR.		\$ 43,547.96
By cash credited to General Revenue account at the date of the above Receipts.....		\$43,547.96—\$43,547.96

STATEMENT "K."

SAMUEL E. RANKIN, *in account with the State of Iowa from November 2d, 1869, to November 5th, 1871, inclusive.*

FEES RECEIVED FROM STATE OFFICERS.

1870.	DR.	
Apr. 30	From Secretary of State for month of April	\$ 35.05
June 1	From Secretary of State for month of May	211.50
July 5	From Secretary of State for month of June	191.95
Aug. 1	From Secretary of State for month of July	117 00
Sept. 1	From Secretary of State for month of August	84.50
Oct. 1	From Secretary of State for month of Sept	91.40
Nov. 1	From Secretary of State for month of Oct	133.00
Dec. 1	From Secretary of State for month of Nov	128.00
Dec. 31	From Secretary of State for month of Dec	139.25— \$ 1131.65
1871.		
Jan. 31	From Secretary of State for month of Jan	148.25
Mar. 3	From Secretary of State for month of Feb	107.50
Mar. 31	From Secretary of State for month of March	152.43
Apr. 29	From Secretary of State for month of April	133.45
May 31	From Secretary of State for month of May	95.75
July 1	From Secretary of State for month of June	95 85
July 31	From Secretary of State for month of July	92.25
Aug. 31	From Secretary of State for month of August	94.00
Sept. 30	From Secretary of State for month of Sept	90.80
Oct. 31	From Secretary of State for month of Oct	98.00— \$1108.28
	Total received from Secretary of State	\$2239.93
1870.		
May 7	From Auditor of State for month of April	\$ 158.50
May 31	From Auditor of State for month of May	483.20
July 1	From Auditor of State for month of June	523.50
Aug. 1	From Auditor of State for month of July	695.60
Sept. 12	From Auditor of State for month of August	681 50
Oct. 1	From Auditor of State for month of September	336 50
Nov. 1	From Auditor of State for month of October	730.40
Dec. 1	From Auditor of State for month of November	362.50
Dec. 31	From Auditor of State for month of December	208.43— \$ 4179.13
1871.		
Jan. 31	From Auditor of State for month of January	2350.00
Mar. 1	From Auditor of State for month of February	7777.50
Apr. 1	From Auditor of State for month of March	3119.00
May 1	From Auditor of State for month of April	530.40
May 31	From Auditor of State for month of May	835 10
July 1	From Auditor of State for month of June	405.70
July 31	From Auditor of State for month of July	530.50
Aug. 31	From Auditor of State for month of August	320.50
Sept. 30	From Auditor of State for month of September	221.50
Nov. 1	From Auditor of State for month of October	231.00— \$16321.20
	Total received from Auditor of State	\$ 20501.33

STATEMENT "K"—CONTINUED.

Fees received from State Officers.		
1870.	DR.	
May 31	From Register State Land Office for month of April.....	\$ 3.00
May 31	From Register State Land Office for month of May.....	11.50
June 30	From Register State Land Office for month of June.....	8.50
Aug.] 1	From Register State Land Office for month of July.....	14.00
Sept. 2	From Register State Land Office for month of August.....	16.95
Oct. 1	From Register State Land Office for month of September.....	1.50
Dec. 31	From Register State Land Office for months of October, November, and December	218.65—\$ 274.10
1871.		
Jan. 31	From Register State Land Office for month of January.....	36.15
Mar. 1	From Register State Land Office for month of February	21.00
Apr. 3	From Register State Land Office for month of March.....	5.00
May 1	From Register State Land Office for month of April.....	32.40
May 31	From Register State Land Office for month of May.....	7.00
July 1	From Register State Land Office for month of June.....	1.50
Aug. 1	From Register State Land Office for month of July.....	3 00
Aug. 31	From Register State Land Office for month of Augnst.....	2.00
Sept. 30	From Register State Land Office for month of September.....	8.50
Oct. 31	From Register State Land Office for month of October.....	1.00—\$ 117.55
Total received from Register State Land Office.....		\$ 391.65

RECAPITULATION.

DR.	
Amount received from Secretary of State.....	\$ 2,239.93
Amount received from Auditor of State	20,501.33
Amount received from Register State Land Office	391.65—\$23,132.91
CR.	
By amount credited to General Revenue account at the date of the receipts.....	\$23,132.91—\$23,132.91

STATEMENT "L."

Showing amount of money received and paid out under the provisions of chapter 108, Laws of 10th General Assembly, from November 2, 1869, to November 5th, 1871, inclusive.

1869.	DR.	
Nov. 2	Amount in Treasury	\$ 4,545.75
1870.		
Jan. 15	To cash received of S. H. Taft	138 52
June 16	To cash received of S. H. Taft	1,350.00
July 15	To cash received of S. H. Taft	143.60
Dec. 28	To cash received of S. H. Taft	4,741.33 — \$10,919.20
1871.	CR.	
Jan. 3	By cash paid Gen. Hugh T. Reed, Agent of Des Moines Valley Railroad Company	\$ 10,919.20 — \$10,919.20

STATEMENT "M."

Statement showing amount of money received from occupants of lands claimed by the Chicago, Rock Island & Pacific Railroad Company, under the provisions of sections 4 and 5, chapter 13, Laws of 12th General Assembly, and how disbursed.

1869.	DR.	
Nov. 2	To balance in Treasury	\$ 550.00 — \$ 550.00
1870.	CR.	
Mch. 18	By cash refunded to F. A. Burke, per J. P. Cassidy, agent	\$ 200.00
May 2	By cash refunded to Isaac S. Arledge, per A. G. Weeks, agent	100.00
1871.	By balance in Treasury, deposited by the following parties :	
	S. A. Pickle	\$ 100.00
	Henry Lowe	150.00
		250 00 — \$ 550.00

STATEMENT "N."

Showing amount of moneys received from occupants of lands claimed by the Iowa Falls & Sioux City Railroad Company under the provisions of section 5, of chapter 124, Laws of the Twelfth General Assembly, and how disbursed.

		of se, and se of nw.....	21	90	41	160.00	400.00
Oct.	2	Received of Ezra Carpenter for n hf of ne, and ne of nw.....	8	90	48	142.11	355.28
Oct.	3	Received of John W. Brockshink for s hf of se, and s hf of sw.....	2			160.00	400.00
Nov.	1	Received of John A. Kirchner for s hf of sw, nw of sw, and sw of se.....	8			160.00	400.00
Nov.	1	Received of J J. Bicknell for s hf of nw, ne of sw, andnw of se	33	94	38	160.00	400.00
		Total amount in Treasury.					\$ 6684.85

STATEMENT "O."

Showing amount of money received from occupants of lands claimed by the McGregor and Sioux City Railway Company, under the provisions of Section 7, Chapter 58, of the Acts of the 12th General Assembly.

1870.	DR.	Sec.	Town.	Range.	Acres	AMOUNT.
Mar. 31	Received of Theo. Hawley (agent for occupants) of the following lands:					
	w hf of se qr.....	1	97	29	80	\$ 7.00
	nw qr			29	160	14.00
	sw qr.....			29	160	14.00
	ne qr.....			29	160	14.00
	ne qr of nw qr, n hf of ne qr, and se qr of ne qr..	1	10	160	14.00	
	ne qr....	8	29	160	14.00	
	ne qr.....	1	10	160	14.00	
	nw qr	1	10	160	14.00	
	se qr.....	1	10	160	14.00	
	sw qr	1	10	160	14.00	
	ne qr.....			10	160	14.00
	nw qr.....	21	98	29	160	14.00
	Total amount received					\$ 161.00

STATEMENT "P."

STATE TREASURER'S CONTINGENT FUND.

There has been paid out of this fund, for services rendered, as follows :

Paid T. A. Dawe, for six and a-half months' services as clerk in office	\$ 542.00
Paid John C. Merrill, for services as clerk in office.....	7.50
Paid W. O. Waldron, as clerk, from the 10th of January, 1871, to the 5th of November, 1871.	805.22—\$ 1,354.72

STATEMENT "Q."

GENERAL BALANCE.

1871.	DR.	
Nov. 5.	To total am't of receipts in General Revenue.	\$ 2,055,683.07
Nov. 5.	To total am't of recep't in Perm. School Fund	53,413.78
Nov. 5.	To total am't of recep't in Tem. School Fund.	45,520.20
Nov. 5.	To total am't of recep't in Swamp Land In- demnity Fund.....	8,387.46
Nov. 5.	To total am't of recep't in Coupon Account..	43,054.56
Nov. 5.	To total am't of recep't in Dictionary Fund.	20.00
Nov. 5.	To total am't of Railroad Tax received.....	292,377.14
Nov. 5.	To total am't of recep't in Des Moines River Improvement Fund.....	3,916.74
Nov. 5.	To total am't of recep't in Ag. Col. End. Fund.	6,692.41—\$2,509,065.36
1871.	CR.	
Nov. 5.	By total disbursements in General Revenue.	\$1,973,942 23
Nov. 5.	By total disburs. in Permanent School Fund.	50,318.78
Nov. 5.	By total disburs. in Temporary School Fund.	45,029 37
Nov. 5.	By total disburs. in Swamp Land Ind. Fund.	5,753.01
Nov. 5.	By total disburs. in Coupon Account.....	41,800 71
Nov. 5.	By total disburs. in Dictionary Fund.....	20.00
Nov. 5.	By total disburs. of Railroad Tax	292,377 14
Nov. 5.	By total disburs. in Des M. River Imp. Fund.	3,854.86
Nov. 5.	By balance in Treasury.....	95,969.26—\$2,509,065.36

ERRATA.

On 8d page, in fifth and twelfth lines from top, read, "Nov. 5th, 1871," instead of "Nov. 6th, 1871."

On 6th page, in list of apportionment to counties, after "Lee, \$2,000.00" and before "Louisa \$2,000.00," read "Linn \$2,000.00."

On 10th page, near foot, Des Moines River Improvement Warrant redeemed, should read "\$8,854.86," instead of "\$8,859.86," and balance in treasury should read, "\$61 88," instead of "\$56 88."

On 11th page, in eleventh line from top, read, "Nov. 5th," instead of "Nov. 6th."

On 14th page, in fifth line from top, read "prosperity" instead of "property," and in next line, read "depreccated," instead of "depreciated."

On 15th page, in fifteenth line from top, read, "Samuel A. Pickle," instead of "Samuel A. Picker."

On 21st page, in second line from top, read "1871," instead of "1870."

On 24th page, in first line from top, read "R. D. Kellego," instead of "R. D. Kellog," and in tenth line, read, "1871," instead of "1771."

On 33d page, in twenty-fourth line from top, read "By cash paid Dallas county," instead of "\$1,270.60" read, "\$1,270.70."

On 35th page, in account of "miles of track built in 1869," read "633," instead of "533."

On page 42d, "Table No. 8." "Amount to Counties" in 1864 should be "\$1991.19," instead of "\$1691.19."

On page 45th, "Table No. 11," amount apportioned to the State for 1864, should be "\$330.52" instead of "\$339.52," and amount apportioned to Lee County for 1870 should be "\$901.32," instead of "\$9——"

On page 52d, "Table 24," total amount paid to Cedar County, should read "\$17,077.15," instead of "\$7,077.15."

REPORT
OF THE
REGISTER OF STATE
LAND OFFICE,
TO THE
GOVERNOR OF IOWA,

NOVEMBER 1, 1871.

AARON BROWN, REGISTER.

DES MOINES:
G. W. EDWARDS, STATE PRINTER.
1871.

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REPORT.

STATE LAND OFFICE, }
DES MOINES, IOWA, November 1, 1871. }

TO HIS EXCELLENCY, SAMUEL MERRILL, *Governor of Iowa*:

SIR: I have the honor to submit the following report of the operations of this Department for the last two years, commencing with November 10th, 1869, (the date of the last biennial report of this office) and ending with November 1, 1871; considering the subjects therein in the following order:

- 1st. The 500,000 Acre Grant.
- 2d. The 16th Section Grant.
- 3d. Mortgage School Lands.
- 4th. The University Grant.
- 5th. The Saline Grant.
- 6th. The Swamp Land Grant.
- 7th. The Railroad Grant.
- 8th. Agricultural College Lands.
- 9th. Real estate bid off upon foreclosure of mortgages given to secure school fund loans by James D. Eads.

1ST—THE 500,000 ACRE GRANT.

The following table exhibits the total number of acres in each county, and the number of acres patented since date of last biennial report. There are still unpatented, of the lands embraced in this grant, about 27,627.13 acres.

COUNTIES.	Total No. acres in each county.	No. acr's patent'd since last report.
Adair.....	2391.89	.....
Adams.....	1920.00	80.00
Allamakee.....	70191.23	445.55
Appanoose.....	2400.00	240.00
Benton.....	11781.80	272.53
Black Hawk.....	8382.84	.....
Boone.....	1052.12	.....
Bremer.....	19120.56	.....
Buchanan.....	2485.44	180 00
Butler.....	478.51	.....
Cedar.....	6812.44	.....
Chickasaw.....	8279.26	.....
Clarke.....	16009.00	120.00
Clayton.....	22764.40	280.00
Clinton.....	21135.35	120.00
Dallas.....	13699.16	.....
Davis.....	934.95	.....
Decatur.....	40460.56	360.00
Delaware.....	11417.19	.....
Dubuque.....	16114.77	184.08
Fayette.....	80260.21	40.00
Floyd.....	3481.68	.....
Hamilton.....	10314.40	40.00
Hardin.....	1360 00	.....
Harrison.....	7524.86	560.00
Iowa.....	23976.07	3768.51
Jackson.....	807.50	80.00
Jasper.....	1674.94	.....
Jones.....	29955.50	240.00
Keokuk.....	670.64	80 00
Linn.....	11016.07	80.00
Louisa.....	640.00	.....
Lucas.....	640.00	.....
Madison.....	9386.02	.....
Mahaska.....	9227.75	.....
Marion.....	1414.61	.....
Marshall.....	6155.86	.....
Monroe.....	986.57	.....
Muscatine.....	357.83	.....
Polk.....	2425.62	80.00
Poweshiek.....	12715.24	1440.00
Ringgold.....	607.20	15.00

THE 500,000 ACRE GRANT—CONTINUED.

	No. acr's patent'd since last report.
Shelby.	31
Story...	74 62.26
Tama...	14 1282.59
Union..	77 400.00
Wapello	12
Warren.	77
Wayne.	11 234.45
Webster	16
Winneat	10 100 70
<u>A.</u>	<u>16 10735.57</u>

CHAPTER 20.

AN ACT to amend Section 3 of Chapter 118 of the Laws of the Tenth General Assembly, and Section 11 of Chapter 148 of the Laws of the Ninth General Assembly, and to regulate the sale of School Lands.

SECTION 1. *Be it enacted by the General Assembly of the State of Iowa, That* Section 3 of Chapter 118 of the Laws of the Tenth General Assembly be and the same is hereby repealed, and that in lieu thereof the following is hereby enacted:

SEC. 3. Hereafter no part of the Sixteenth Section, nor land selected in lieu thereof, nor any part of the Five Hundred Thousand Acre Grant, nor any other school lands whatsoever, shall be sold for a less sum than the minimum price of six dollars per acre, except as by law hereinafter provided, and in no case for less than the amount at which it has been appraised; *provided, however,* that the sale of section No. sixteen, township ninety-two, range thirty-one, and lots numbers two, three, four, five, six, and seven, in section sixteen, township ninety-three, range thirty-four, in Pocahontas county, sold by the Board of Supervisors of said county prior to the receipt of the Resolution of this General Assembly withdrawing school lands from sale by the Auditor of said county shall not be affected by the passage of said Resolution.

SEC. 2. No School Lands of any kind shall be sold until there shall be at least twenty-five legal voters resident in the Congressional township in which said school land is situated, and in a fractional township of less than thirty-six sections the number of voters residing therein must have at least the same ratio to twenty-five as the number of sections, or parts of sections in said township has to thirty-six, which fact in all cases must be shown to the satisfaction of the Board of Supervisors.

SEC. 3. Where the Board of Supervisors of any county shall have once, at least offered for sale any school lands, in compliance with the requirements of Sections 1970 and 1971 of the Revision of 1860, and of this Act, and are unable to sell the same for as large an amount as the minimum price of six dollars per acre, and if in the opinion of said Board of Supervisors said land cannot be sold for that price, and it is for the best interests of the School Fund that the same be sold for a less price, then, and in that case said Board of Supervisors may instruct the Auditor of said county to transmit by mail, or otherwise, to the Register of State Land Office a certified copy of the proceedings of said Board of Supervisors in relation to the order of sale of said land, and subsequent proceedings in relation thereto, including the action of the Township Trustees, and the price per acre

at which said land shall have been appraised, which transcript the Register of the State Land Office shall submit to the State Census Board; and if a majority of said Census Board, including the Register of the State Land Office, shall approve of the sale of said land for less than the minimum price of six dollars per acre, then the Register of the State Land Office shall certify such approval to the Auditor of the county from whence said transcript came, which certificate shall be transcribed in the minute book of the board of Supervisors of said county, and thereupon said land may again be offered and sold to the highest bidder as provided in Section 1971 of the Revision of 1860, without being again appraised, but in no case under the provisions of this Section shall any school land be sold for a less sum than one dollar and twenty-five cents per acre.

SEC. 4. Section 11 of Chapter 143 of the Laws of the Ninth General Assembly is hereby repealed.

SEC. 5. When any lands have been bid in by the State in behalf of the School Fund on execution founded on a judgment in favor of said Fund, such land shall be sold in the same manner as other school lands.

SEC. 6. This act being deemed of immediate importance shall be in force and take effect from and after its publication in the Iowa State Register and Des Moines Bulletin, newspapers published at Des Moines, Iowa.

Approved, March 21, 1870.

I hereby certify that the foregoing Act was published in the Iowa State Register and Des Moines Bulletin, March 22, 1870.

ED WRIGHT, Secretary of State

2ND—THE SIXTEENTH SECTION GRANT.

This office has failed in its efforts to procure a certified list from the Department at Washington, of the lands selected in lieu of the sixteenth section.

My predecessor addressed a communication to the Hon. Joseph S. Wilson, then Commissioner of the General Land Office, requesting him to transmit such list, but he declined, saying in his reply that he "had no separate statistics of such lands." As a consequence we cannot give a complete list of the lands embraced in this grant, but can approximate very nearly to the quantity.

The following table shows the total number of acres in each county, and the number of acres patented since last biennial report. There remains unpatented of these lands about 392,845.00 acres.

COUNTIES.	Total No. acres in each county.	No. acres paten- ted since last report.
Adair.....	10240.00	140.00
Adams.....	7680.00	600.00
Allamakee.....	11520.00	360.00
Appanoose.....	10240.00	480.00
Audubon.....	7680.00	1310.00

THE SIXTEENTH SECTION GRANT.—CONTINUED.

COUNTIES.	Total No. acres in each county.	No. acres paten- ted since last report.
Benton	12800.00	80.00
Black Hawk.....	10240.00	320.00
Boone.....	10240.00	40.00
Bremer	7680.00	230.00
Buchanan.....	10240.00	640.00
Buena Vista.....	10240.00	.....
Butler.....	10240.00	840.00
Calhoun.....	10240.00	640.00
Carroll.....	10240.00	1820.00
Cass.....	10240.00	80.00
Cedar.....	10240.00	.....
Cerro Gordo.....	10240.00	1061.88
Cherokee.....	10240.00	10.00
Chickasaw	7680.00	40.00
Clarke.....	7680.00	40.00
Clay.....	10240.00	1360.00
Clayton.....	13715.08	1272.50
Clinton	13016.77	520.00
Crawford.....	12800.00	1800.00
Crocker.....	7680.00	.....
Dallas.....	10240.00	40.00
Davis.....	10240.00	.....
Decatur.....	10240.00	960.00
Delaware.....	10240.00	40.00
Des Moines.....	7392.81	155.09
Dickinson.....	7680.00	.....
Dubuque.....	11236.10	40.00
Emmet.....	7680.00	3441.17
Fayette	12800.00	.....
Floyd	7689.00	560.00
Franklin.....	10240.00	1520.00
Fremont.....	10080.00	480.00
Greene	10240.00	1080.00
Grundy	8960.00	860.00
Guthrie.....	10240.00	160.00
Hamilton.....	10240.00	1120.00
Hancock	10240.00	5360.00
Hardin	10240.00	240.00
Harrison.....	12160.00	1320.00
Henry	7680.00	20.00
Howard.....	10240.00	132.50
Humboldt.....	7680.00	240.00
Ida.....	7680.00	2240.00
Iowa.....	10240.00	440.00
Jackson.....	11130.00	120.00
Jasper	12800.00	.....
Jefferson.....	7680.00	.....
Johnson.....	10880.00	.....
Jones	10240.00	80.00
Keokuk.....	10240.00	360.00
Kossuth.....	10240.00	320.00
Lee.....	9882.25	40.00

THE SIXTEENTH SECTION GRANT.—CONTINUED.

COUNTIES.	Total No. acres in each county.	No. acres paten- ted since last report.
Linn.....	12800.00	240.00
Louisa	7437.00	15.00
Lucas.....	7680.00	50.00
Lyon.....	11520.00	.....
Madison.....	10240.00	.....
Mahaska.....	10240.00	.....
Marion	10240.00	.....
Marshall.....	10240.00	240.00
Mills	8000.00	440.00
Mitchell.....	10240.00	.....
Monona.....	13228.74	160.00
Monroe	7680.00	.....
Montgomery	7680.00	440.00
Muscatine.....	7936.83	.....
O'Brien.....	10240.00	.....
Osceola	7680.00	.....
Page	10240.00	280.00
Palo Alto	10240.00	1473.61
Plymouth.....	14720.00	1280.00
Pocahontas	10240.00	160.00
Polk.....	10240.00	85.04
Pottawattamie	17525.91	1160.00
Poweshiek	10240.00	.....
Ringgold	10240.00	160.00
Sac	10240.00	2080.00
Scott	8632.47	.....
Shelby.....	10240.00	1240.00
Sioux.....	13280.00	.....
Story	10240.00	840.00
Tama.....	12800.00	.....
Taylor	10240.00	1180.00
Union	7680.00	1075.00
Van Buren.....	10240.00	.....
Wapello	7680.00	280.00
Warren.....	10240.00	480.00
Washington.....	10240.00	.....
Wayne	10240.00	330.00
Webster	12800.00	160.00
Winnebago.....	7680.00	1240.00
Winneshiek.....	12800.00	.....
Woodbury	15680.00	760.00
Worth	7680.00	400.00
Wright	10240.00	640.00
Aggregate	1013614.21	51431.79

3D.—MORTGAGE SCHOOL LANDS.

The law requires the Clerk of the Board of Supervisors in each county in which any real estate has been bid off upon the foreclosure of a mortgage and conveyed to the State for the benefit of the school fund, to report the same to this office. In consequence of the neglect of the officer aforesaid, in many of the counties, to comply with this requirement, we are unable to present a full list of this class of school lands, and will therefore only show the quantity in each county, patented since the last biennial report, which is as follows:

COUNTIES.	ACRES.	LOTS.	BLOCKS.
Allamakee.....	40.00	2	.....
Appanoose.....	10.00	1	.....
Audubon.....	5.00	.....	.....
Dallas.....	52.00	.....	.....
Decatur.....	490.00	.....	.....
Delaware.....	120 00	.....	.....
Fayette.....	60.00	.....	.....
Iowa.....	80.00	.....	.....
Johnson.....	6.00	.....	.....
Louisa.....	80 00	2	.....
Lucas.....	119.33	.....	.....
Marion.....	.....	a frac.	.....
Mills.....	.....	2 $\frac{1}{3}$	.....
Union.....	80.00	.....	.....
Wayne.....	537.36	1 $\frac{1}{2}$	1 $\frac{1}{4}$
Webster.....	50.00	.....	.....
Aggregate.....	1729.69	8 5 6	1 $\frac{1}{4}$

4TH.—THE UNIVERSITY GRANT.

The following table exhibits the total number of acres in each county, and the number of acres patented since the last biennia report of this office:

COUNTIES.	Total number of acres in each county.	No. acres pat- ented since last report.
Appanoose.....	640.00	40.00
Boone.....	2613.48	291.61
Davis.....	1297.36	.....
Dallas.....	572.67	.....
Decatur.....	2560.00	.....
Hardin.....	10325 54	260.37
Iowa.....	646.65	40.00

THE UNIVERSITY GRANT.—CONTINUED.

COUNTIES.	Total number of acres in each county.	No. acres pat- ented since last report.
Jasper.....	4611.35	343.09
Jefferson.....	1280.00	.....
Lucas.....	4545.44	400.00
Polk.....	5194.19	491.73
Scott.....	645 16	.....
Story.....	5221.40	407.78
Union.....	638.20	40.00
Wapello.....	1920.00	.....
Warren.....	3218.00	41.12
Aggregate.....	45928.84	2355.70

The following is a correct list of the University lands as certified to the State of Iowa by the Commissioner of the General Land Office:

GENERAL LAND OFFICE,)
NOVEMBER 19, 1856. }

The following is an approved list of lands selected by John M. Whittaker, agent for the State of Iowa, under Act of Congress, approved, 20th of July, 1840, for University purposes, with the date of approval and the Land Office District in which situated :

Par's of Section.	Section.	Township.	Range.	Acres.	In what county situated.
section.....	6	77	24	659.28	Warren.....
“.....	26	77	24	640.00	“.....
“.....	28	77	24	640.00	“.....
“.....	31	77	24	638.72	“.....
“.....	32	77	24	640 00	“.....
s hf of.....	30	81	24	319.22	Polk.....
n hf of.....	31	81	24	318.49	“.....
section.....	12	82	24	640.00	Story.....
“.....	13	82	24	640.00	“.....
“.....	14	82	24	640.00	“.....
“.....	24	82	24	640.00	“.....
“.....	6	81	26	572 07	Dallas.....
“.....	24	82	26	640.00	Boone.....
“.....	25	82	26	640.00	“.....
“.....	1	78	20	901.98	Jasper.....
“.....	2	78	20	894 88	“.....
“.....	19	82	25	663.92	Boone.....
“.....	30	82	25	669.56	“.....
“.....	5	80	24	709.84	Polk.....
“.....	20	79	22	640.00	“.....
“.....	17	79	22	640.00	“.....
“.....	30	79	23	646.64	“.....

THE UNIVERSITY GRANT.—CONTINUED.

Parts of Section.	Section.	Township.	Range.	Acres.	In what county situated.
section	36	79	23	640.00	Polk
"	1	82	23	653.64	Story
"	7	82	22	669.14	"
"	18	82	23	670.64	"
"	19	82	23	667.98	"
"	31	79	19	664.88	Jasper
"	6	78	19	870.11	"
"	35	79	20	640.00	"
"	36	79	20	640.00	"
				20150.49	

The above lands are situated in Iowa City Land District, and were approved on the 16th of February, 1849.

Parts of Section.	Section.	Township.	Range.	Acres.	In what county situate.
section	8	69	15	640.00	Davis
fr do.	31	69	15	657.86	"
sections	34				
	35			1920.00	Wapello
	36				
sec.	29			640.00	Appanoose
fr sec.	4				
fr sec.	5			1847.84	Lucas
sec.	8				
sec.	9			1280.00	"
sec.	19			637.60	" (Taken for 640)
sec.	32			640.00	"
sec.	33			640.00	"
sec.	8			640.00	Jefferson
sec.	12			640.00	"
				9685.20	

The above lands are situated in Fairfield Land District, and were approved on 17th October, 1849.

Parts of Section.	Section.	Township.	Range.	Acres.	In what county situate.
sec.	26	78	24	640.00	Polk
sec.	32	78	24	640.00	"
fr. sec.	5	81	12	646.65	Iowa
fr. sec.	5	78	3e	645.16	Scott
				2571.81	

The above lands are situated in Iowa City Land District, and were approved 28th January, 1850.

Parts of Section.	Section.	Township.	Range.	Acres.	In what county situate.
sec.....	13	70	27	640.00	Decatur
sec	28	70	27	640.00	"
e hf.....	10				
w hf.....	11	70	25	640.00	"
sec.....	14	69	25	640.00	"
fr sec.....	2	71	28	638 20	Union.....
				8198.20	

The above lands are situated in Fairfield Land District, and were approved 10th September, 1850.

Parts of Section.	Section.	Towrship.	Range.	Acres.	In what county situate.
fr sec.....	4	86	19	639.50	Hardin (taken for 640)....
e hf.....	9	86	19	320.00	"
w hf.....	10	86	19	320.00	"
sec.....	15	86	19	640 00	"
sec.....	17	86	19	640 00	"
sec.....	21	86	19	640.06	"
s hf.....	27	86	19	320.00	"
n hf.....	34	86	19	320.00	"
w hf.....	27	87	19	320.00	"
e hf.....	28	87	19	320 00	"
s w qr.....	28	87	19	160.00	"
s e qr.....	29	87	19	160.00	"
n e qr.....	32	87	19	160.00	"
n w qr.....	33	87	19	160 00	"
fr sec.....	4	88	19	694.74	"
fr sec.....	5	88	19	697.50	"
sec.....	8	88	19	640 00	"
sec.....	13	88	19	640.00	"
sec.....	14	88	19	640.00	"
sec.....	17	88	19	640.00	"
fr sec.....	18	88	19	613.80	" (taken for 640). ..
s e qr.....	11	88	20	160.00	"
s w qr.....	12	88	20	160.00	"
n e qr.....	14	88	20	160.00	"
n w qr.....	13	88	20	160.00	"
				10352.24	

The above lands are situated in the Dubuque Land District, and were approved 19th May, 1852.

RECAPITULATION.

				ACRES.
Iowa City Land District, approved 26th February, 1849.....				20,150.49
Fairfield " " 17th October, 1849.....				9,685.20
Iowa City " " 28th January, 1850.....				2,571.81
Fairfield " " 10th September 1850.....				3,198.20
Dubuque " " 19th May, 1852.....				10,352.24
				<hr/> 45,957.94

GENERAL LAND OFFICE, November 19, 1856.

I, Thomas A. Hendricks, Commissioner of the General Land Office, do hereby certify, in pursuance of the Act of Congress, approved, 3d August 1854, entitled, "An Act to vest in the several States and Territories the title in fee of the lands which have been or may be certified to them," that the foregoing lists of selections of lands for University purposes in the State of Iowa, are true copies from the originals on file in this office, as approved by the Secretary of the Interior.

In witness whereof I have hereunto set my name, and caused the seal of the General Land Office to be affixed, the day

[L. S.] and date first above written.

THOS. A. HENDRICKS,
Commissioner.

5TH—THE SALINE GRANT.

The following table exhibits the total number of acres in each county, and the number of acres patented since the last biennial report of this office:

COUNTIES.	Total No. of acres in each county.	No. of acres patented since last report.
Appanoose	12960.28	320.00
Davis.....	640.00	.....
Decatur.....	2560.00	.....
Lucas.....	25791.46	760.00
Monroe	1120.00	40.00
Van Buren	640.00	.....
Wayne	2490.79	.....
Aggregate	<hr/> 46202.53	<hr/> 1120.00

The following is a full and complete list of these lands as the same were certified to the State of Iowa by the Commissioner of the General Land Office:

List of lands selected by the authority of the State of Iowa for saline purposes, under and by virtue of the 4th prop., 6th section, act of Congress, approved, 3d March, 1845, entitled "An act supplemental to the act for the admission of the

States of Iowa and Florida into the Union." Approved by the Secretary of the Interior, on the 27th August, 1852, and 31st October, 1855. All, except those marked (*), approved, 27th of August, 1852; and those *thus* marked, on the 31st of August, 1855, except sec. 31, town. 72, range 22, for Salt Spring No. 8, approved, 11th December, 1856.

Salt Springs.	Parts of sections.	Section.	Township.	Range.	Acres.	In what county situate
NUMBER ONE.	Section.....	20	63	10	640.00	Van Buren.....
Lands contiguous to Salt Spring No. 1.	Section	1	09	17	662.76	Appanoose
	.. "	2	09	17	662.79	.. "
	.. "	22	70	17	640.00	.. "
	.. "	23	70	17	640.00	.. "
	All except e hf of sw qr of sec.....	26	70	17	560.00	.. "
	*e hf of ne qr of sec.....	13	70	17	80.00	.. "
NUMBER TWO.	Section.....	1			0	Davis.....
Lands contiguous to Salt Spring No. 2.	Section ..	2			0	Appanoose
	.. "	2			0	.. "
	.. "	2			0	.. "
	.. "	3			0	.. "
	w hf and ne qr	1			0	.. "
	se qr.....				0	.. "
NUMBER THREE.	Section	1	70	17	602.17	Appanoose
Lands contiguous to Salt Spring No. 3.	Section	11	70	17	640.00	Appanoose
	.. "	12	70	17	640.00	.. "
	All, except se of se.....	2	70	17	562.89	.. "
	*se qr of se qr.....	3	70	17	40.00	.. "
	Section	36	71	17	640.00	Monroe
	All, except se of sw, w hf of se, and ne of se.....	35	71	17	480.00	.. "
	*nw qr	23	70	16	160.00	Appanoose
NUMBER FOUR.	All, except ne of se and nw of sw.....	31	70	16	572.07	Appanoose
Five sections of lands contiguous to Salt Spring No. 4.	*e hf of ne.....	12	69	17	80.00	Appanoose
	Section	30	70	16	657.60	.. "
	.. "	24	70	17	640.00	.. "
	.. "	25	70	17	640.00	.. "
	All, except n hf se and n hf sw.....	29	70	16	480.00	.. "
	*s hf of sw and s hf of se.....	19	70	16	160.00	.. "
	*ne qr.....	23	70	16	160.00	.. "
	*nw qr.....	24	70	16	160.00	.. "
	*s hf.....	13	70	16	320.00	.. "

Salt spring.	Parts of sections.	Section.	Township.	Range.	Acres.	In what county situate.
NUMBER ELEVEN.	Section..	9	71	21	640.00	Lucas.....
Five sections of lands contiguous to Salt Spring No. 11.	Section	10	71	21	640.00	Lucas
	...“.....	11	71	21	640.00	...“.....
	...“.....	15	71	21	640.00	...“.....
	...“.....	22	71	21	640.00	...“.....
	...“.....	26	71	21	640.00	...“.....
NUMBER TWELVE.	Section.....	13	71	21	640.00	Lucas.....
Five sections of lands contiguous to Salt Spring No. 12.	Section	27	71	21	640.00	Lucas
	...“.....	28	71	21	640.00	...“.....
	...“.....	29	71	21	640.00	...“.....
	...“.....	30	71	21	659.90	...“.....
	...“.....	32	71	21	640.00	...“.....
Total.....	.....	..	..	..	46202.53	.....

GENERAL LAND OFFICE, }
DECEMBER 19, 1856. }

I, Joseph S. Wilson, acting Commissioner of the General Land Office, do hereby certify, in pursuance of the Act of Congress, approved 3rd, August, 1854, entitled “An act to vest in the several States and Territories, the title in fee, of the lands which have been or may be certified to them,”—that the foregoing list of selections of land for Saline purposes, under the 4th proposition, 6th sec., Act of Congress, approved, 3rd March, 1845, entitled “An act supplemental to the act for the admission of the States of Iowa and Florida into the Union,” is a true copy from the original on file in this office, as approved by the Secretary of the Interior.



In witness whereof, I have hereunto set my name, and caused the seal of the General Land Office to be affixed, the day and date above written.

JOS. S. WILSON,
Acting Commissioner.

6TH—THE SWAMP LAND GRANT.

Since the publication of my predecessor’s last biennial report, the Supreme Court of the United States has rendered two important decisions, in which the question of title to the swamp and overflowed lands is fully considered. One was in the case of the Burlington and Missouri River Railroad Company *vs.* Fremont county, and the other in the case of the Hannibal & St. Joe Railroad Company *vs.* Smith.

These decisions are of such vital interest to the public, that we herewith give them in full. We also furnish a full and complete list of all the swamp and overflowed lands, that have been approved as such and patented to the State of Iowa by the United States—the same having been patented to the several counties in which they are situate; also a list of such indemnity swamp lands as have been patented to the State, and by the State to the counties entitled thereto since the last biennial report of this office.

These lists no doubt will be useful for reference, not only to the counties in which the lands are situate, but to the public generally.

DECISIONS IN SWAMP LAND SUITS.

SUPREME COURT OF THE UNITED STATES.

[No. 40. December Term, 1869.]

THE BURLINGTON AND MISSOURI RIVER RAILROAD COMPANY, *Plaintiff in error*
V. FREMONT COUNTY, IOWA.

In error to the Supreme Court of the State of Iowa.

Mr. Justice Nelson delivered the opinion of the Court.

This is a writ of error to the Supreme Court of the State of Iowa.

The bill was filed in the court below by Fremont county against the railroad company, to settle the title to some twelve thousand seven hundred and fifty-four acres of land, situate in said county, which was claimed as belonging to the company. Both parties claim title under grants by act of Congress—the plaintiff under the swamp land grant to the State of Iowa, September 29, 1850, (9 U. S. St., p. 519); the defendants under a grant to the State for aid in the construction of railroads, May 15, 1856, (11 U. S. St., p. 9.)

The plaintiffs' title is as follows:

By the first section of the act of September, 1850, it is provided "that to enable the State of Arkansas to construct the necessary levees and drains to reclaim the swamp and overflowed lands therein, the whole of those swamp and overflowed lands made unfit thereby by cultivation, which shall remain unsold at the passage of this act, shall be, and the same are hereby, granted to said State.

Section two provides "that it shall be the duty of the Secretary of the Interior, as soon as may be practicable after the passage of this act, to make out an accurate list and plats of the lands described as aforesaid, and transmit the same to the Governor of the State; and, at the request of said Governor, cause a patent to be issued to the State therefor; and on that patent a fee-simple to said lands shall vest in the said State, subject to the disposal of the Legislature thereof: *Provided,*

however, That the proceeds of said lands, whether from sale or by direct appropriation in kind, shall be applied exclusively, as far as necessary, to the purpose of reclaiming said lands by means of the levees and drains aforesaid.

"Section third. That in making out a list and plats of the land aforesaid, all legal subdivisions, the greater part of which is 'wet and unfit for cultivation,' shall be included in said lists and plats; but when the greater part of a subdivision is not of that character, the whole of it shall be excluded therefrom.

"Section 4th. That the provisions of this act be extended to, and their benefits be conferred upon each of the other States of the Union in which such swamp and overflowed lands, known and designated as aforesaid may be situated."

Under this last section the State of Iowa became entitled to the benefit of this act. After its passage, the only important steps to be taken to perfect the title in the State was the ascertainment and designation of the several subdivisions which fell within the description of swamp lands as defined in the third section. This duty was devolved upon the Secretary of the Interior, as the head of the land department.

On the 21st November, after the passage of the act, the Commissioner of the Land Office issued instructions to the Surveyor-General of the State to make a selection of these subdivisions and report the same to the department.

See also letters 21st December, 1853; 22d January, 1859; Lester's Land Laws, pp. 543, 551, 559. And also to transmit copies to the local land offices. This duty was performed in accordance with the instructions. The first list was returned and filed in the General Land Office, September 20th, 1854, and in the local office, October 23d, 1854. The second and remaining list was returned and filed in the General Land Office, January 21st, 1857, and in the local office, Jan. 23d, 1857.

These two lists contain the whole of the lands in controversy. On the filing of the lists in the local office, the Register was directed to make a note of the subdivisions in his tract-book, and to withdraw them from the market, which was done accordingly.

In this connection it may be proper to refer to the act of March 2d, 1855, (10 U. S. St., p. 643,) which is "an act for the relief of purchasers and locators of swamp and overflowed lands," and provides, in substance, that patents shall be issued to purchasers or locators who had made entries of the public lands claimed as swamp lands prior to the issue of patents to the States under the second section of the swamp land grant of 1850, and providing for an indemnity to the States. Conflicts had arisen between these purchasers and locators, on one side, and the States claiming the land under the swamp land grants. As these lands were not withdrawn from sale till the filing of the lists in the local land office, they were supposed to be open to entry or location, and a portion of them had been thus appropriated. On the other hand, the State claimed that the grant to them by the act of Congress was a grant *in presenti* and vested the title immediately. Such had been the opinion expressed by the Land Commissioner, and also by the Attorney-General.

The embarrassments of the land Department growing out of this controversy between the States and the settlers was removed by this act of 1855, which confirmed the title of the settlers and compensated the States for the land of which they were deprived.

The second section of the act provided that compensation should be allowed to the States only in respect to subdivisions taken up by the settlers, which were swamp lands within the true intent and meaning of the act of 1850—that is, where the greater part were "wet and unfit for cultivation." And the land department therefore allowed parties to contest the claim of the States, and to give evidence before the proper officers that the subdivision was not of the character contemplated by the law.

As a consequence, under this construction of the act, controversies increased between the settlers and the States, and as stated by one of the commissioners of the land office, the contesting applications pending before the department involved, by estimate, three millions of acres, and on investigations being ordered, papers came into the office by bushels. Pending these proceedings, Congress intervened and passed the act of March 3, 1857, (11 U. S. St. p. 251.) This act is entitled "an act to confirm to the several States, the swamp and overflowed lands selected under the act of September, 28, 1850, and 1849."

There is but one section, and it provides "that the selection of swamp and overflowed lands granted to the several States by the act of Congress, approved, September 28, 1850, and the act of 2d March, 1849, heretofore made and reported to the commissioner of the general land office, *so far as the same shall remain vacant and unappropriated, and not interfered with by an actual settlement under any existing laws of the United States*, be and the same are hereby confirmed, and shall be approved and patented to the several States, in conformity with the provisions of the act aforesaid, as soon as may be practical," with a proviso saving the act of March 2d, 1855, which is continued in force and extended to all entries and locations, claimed as swamp lands, made since its passage.

As we have already stated, the selection of the swamp and overflowed lands by the State of Iowa, under instructions from the land department, involved in this suit, were made, and lists returned and filed in the department, September 20, 1854, and January 21, 1857, which was before the passage of this act. And these are the selections referred to, confirmed, and approved, and for which patents were directed to be issued as soon as practicable, if the same were vacant and unappropriated or not occupied by an actual settler under some law of Congress.

We will now examine the title of the defendants under the act of May 15, 1856. That act provides as follows:

"That there be and is hereby granted to the State of Iowa, for the purpose of aiding in the construction of railroads from Burlington, on the Mississippi river, to a point on the Missouri river near the mouth of the Platte river," (naming also several other lines of railroads,) "every alternate section of land designated by odd numbers for six sections in width on each side of each of said roads," and then provides that when the lines of the road shall be "definitely fixed," if it shall appear that any of the lands within these six sections shall have been "sold or otherwise appropriated," alternate sections may be selected of equal quantity within fifteen miles of the road.

To this grant is the following proviso:

"That any and all lands heretofore reserved to the United States by any act of Congress, or, in any manner by competent authority for the purpose of aiding in any object of internal improvement, or for any other purpose whatsoever, be, and the same are hereby reserved to the United States from the operation of this act, except so far as it may be found necessary to locate the routes of said railroads through such reserved lands, in which case the right of way only shall be granted, subject to the approval of the President of the United States.

It will be seen from an examination of this grant that the reservations annexed to it are very full and explicit. They are first found in the enacting clause itself, where provision is made for the selection of lands beyond the lines of the six sections on each side of the road, in case any of the sections have been previously "*sold or otherwise disposed of*;" and then again in the general proviso to the grant. These reservations clearly embrace the previous grant of the swamp and overflowed lands for the purpose of enabling the States to redeem them and fit them for cultivation by levees and drains. At the time of the passage of this act, May 15, 1856, a moiety of the lands in controversy had been selected and reported to the land department; and the authorities of the State, under instructions from that department, were engaged in the selection of the remainder. The lands already selected and returned had been withdrawn from sale, and were not in the market at the time of the passage of the act; and as soon as the remaining lists were returned, which was January 21, 1857, they were also withdrawn from the market. In the language of the railroad act, the whole of the lands in controversy were "otherwise appropriated," and were "reserved" for the purpose of aiding the States in their objects of internal improvements.

But there is still, if possible, a more decisive answer to the title set up by the defendants. Until the line of the railroad was definitely fixed upon the ground, there could be no certainty as to the particular sections of lands falling within the grant; nor could the title to any particular section on the line of the road vest in the company. The grant was in the nature of a float until this line was permanently fixed. Now the proofs show that the location of the road was not made on the ground and adopted by the company till the 24th of March, 1857, which was after the confirmatory act of that year.

This, as we have seen, confirmed all the selections made at the time, and which included all in controversy in this suit, in the language of the section, "so far as the same shall remain vacant and unappropriated, and not interfered with by actual settlement." As the railroad company at this time, for the reasons above stated, had not perfected their grant so as to have become invested with the title to any of the sections included in the lists or selections of the swamp lands on file in the land department, they can set up no appropriation of any of these lands under their grant, which leaves them subject to the confirming act of 1857, according to the very words of it.

The decree of the court below is affirmed.

D. W. MIDDLETON,
Clerk Supreme Court of the United States.

NOTE.—About a fortnight after the above reported case was adjudged, there was adjudged another from a different State, and which as respected the position of parties, was a sort of converse to it; and in its nature somewhat supplementary. It is accordingly reported in immediate sequence. From its correlative character, as just described, the reader will readily understand that he must be possessed of the preceding case in order to understand this one. It was the case of

RAILROAD COMPANY V. SMITH.

1. The act of * June 10th, 1852, concerning swamp and overflowed lands, confirmed a present vested right to such lands, though the subsequent identification of them was a duty imposed upon the Secretary of the Interior.
2. These lands were excepted from the subsequent railroad grants to Iowa and Missouri.
3. In a suit to recover lands which the plaintiff claims under one of the railroad grants, it is competent to prove by witnesses who know the lands sued for, that they were swamp and overflowed within the swamp-land grant, and therefore excluded from the railroad grant.

Error to the Supreme Court of the State of Missouri.

The Hannibal and St. Joseph Railroad Company brought ejectment against Smith in one of the county courts of Missouri, to recover possession of certain lands.

The title of the railroad company was deduced from an act of Congress, entitled, "An act granting the right of way to the State of Missouri, and a portion of the public lands to aid in the construction of certain railroads in said State." Approved, June 10, 1852.

This act granted to the State of Missouri, for the purpose of making the railroad, every alternate section of land designated by even numbers on each side of the road.

The Legislature of Missouri, in September, 1852, accepted the grant, and by statute vested the land granted in the railroad company.

Such was the title of the plaintiff. That of the defendant Smith, was deduced from the same "swamp land grant," the act of Congress, namely: which is set out in the statement of the last reported case. Approved, September 28, 1850, by which Fremont county in that case held its lands.

*Should be September 28, 1850.

But in this case the railroad interest was the actor; not as in the last one a defending party merely, with a swamp land grantee in the position of assailant.

On the trial below of the present cause the defendant introduced evidence against objection tending to prove that the lands in suit were wet and unfit for cultivation, at the date of the swamp land act of 1850; and this was his title.

No evidence was introduced by him tending to show that the land in suit was ever certified as swamp land by the Secretary of the Interior, or that the same was ever patented as such to the State of Missouri. Nor was this pretended. In fact the correspondence of the Land Department of the United States showed that the Secretary had no sufficient evidence to enable him to make such certificates.

The court in which the suit was brought gave judgment for Smith, the defendant, and the railroad company appealed to the Supreme court of Missouri.

That court affirmed the judgment of the court below, and the railroad company now brought the case here.

Messrs. James Carr and W. P. Hall, for the plaintiff in error.

Mr. Drake, *contra*.

Mr. Justice Miller delivered the opinion of the court.

The grants of lands by Congress to the States in aid of railroads have generally been made with reference to the lands through which the roads were to pass, and as the line of the road had to be located after the grant was made, it has been usual in the acts making the grant, to describe them as alternate sections of odd numbers within a certain limit on each side of the road, when it should be located.

This, of course, left it to be determined by the location of the road what precise lands were granted. So far as this uncertainty in the grant was concerned, it was one which might remain for a considerable time, but which was capable of being made certain, and *was* made certain by the location of the road.

But as Congress could not know on what lands these grants might ultimately fall, and as the roads passed through regions where some of the lands had been sold, some had been granted for other purposes, and some had been reserved for special uses; though the title remained in the United States, these statutes all contained large exceptions from the grant, as measured by the limits on each side of the road, and as determined by the odd numbers of the sections granted.

We have had before us two cases growing out of the construction to be given to the language of these exceptions in the grant of May 15, 1856, to the State of Iowa. The first of these was the case of *Walcott v. The Des Moines Company*. The other is the case of *The Railroad Company v. Fremont County*, decided at this term.†

The case before us arises under a similar grant to the State of Missouri, with like reservations in the act; but it raises a question somewhat different from that presented by the other two cases.

In the last of those cases it was determined that a proviso which excluded from the grant "all lands heretofore reserved by any Act of Congress, or in any manner by competent authority, for the purpose of aiding in any object of internal improvement, or for any other purpose whatever," excluded the lands granted to the States by the Act of September 28, 1850, known as the Swamp Land Grant. In that case the county of Fremont, claiming under the Swamp Land Grant, was plaintiff, and the railroad company, claiming under the grant to the State for railroads, was defendant; and the main point in it related to the evidence which might be necessary to establish the fact that the lands claimed by plaintiff were swamp, and overflowed within the meaning of the Act of 1850.

In the present case the position of the parties is reversed; the plaintiff claiming under the Act of June 10, 1852, granting lands to the State of Missouri for railroad purposes, and the defendant claiming under the Swamp Land Grant.

In the former case it was necessary for the plaintiff, who must succeed on the strength of her own title, to show satisfactory evidence that the title of the United States had, under the Swamp Land Grant, become vested in Fremont county. The opinion of the Court shows how this was successfully done in that case.

† The case immediately preceding.

In the present action it was incumbent on the railroad company to show that the title of the United States had become vested in the company under the grant for railroad purposes.

It is admitted that this has been done, unless the land is of that class reserved from the grant as swamp land; for the Act under which plaintiff claims has an exception in precisely the same terms with the Act for the benefit of the Iowa railroads.

In the former case the plaintiff claiming under the Swamp Land Grant, was bound to establish his title by such evidence as Congress may have determined to be necessary to make the title complete in the State; or the grantee of the State, to which the lands were supposed to be granted, otherwise the plaintiff established no legal title. In the present case it is not necessary to defeat the title under the railroad grant to show that all the steps prescribed by Congress to vest a complete title in defendant, under the Swamp Land Grant, have been taken. It is sufficient to show that this land, which is now claimed under the railroad grant, was reserved out of that grant, and this is done whenever it is proved by appropriate testimony to have been swamp and overflowed land, as described in the Act of 1850.

In order to determine the character of the testimony which will prove this, it may be useful to look at the statute which granted these swamp lands.

The first section of the act, after declaring the inducements to its passage, says that the whole of these swamp and overflowed lands, made thereby unfit for cultivation, and unsold, are hereby granted to the States.

The third section for further description, says that all legal sub-divisions, the greater part of which is wet and unfit for cultivation, shall be included as swamp lands; but when the greater part is not of that character the whole of it shall be excluded.

Congress has here given a criterion, apparently not difficult of application, by which to determine what was granted, to-wit: such legal sub-divisions of the public lands, the greater part of which were so far swamp and overflowed as to be too wet for cultivation. Now, here is a present grant by Congress of certain lands to the States within which they lie, but it is by a description which requires something more than a mere reference to their townships, ranges, and sections to identify them as coming within it. In this respect it is precisely like the railroad grants, which only became certain by the location of the road. In fact, in this regard the swamp land grant was the more specific, for all the lands of that description were granted, and they have remained so granted ever since, while no particular land was described by the railroad grant, which was a float, to be determined by the choice of the line of the road in future. No act of Congress has ever attempted to take back this grant of the swamp lands, or to forfeit it, or to give it to any other grantee, or modified the description by which they were given to the States. It was protected by positive reservation in the grant under which plaintiff claims. Now when a party claiming under that grant sues to recover a particular piece of land which is excepted out of the grant by appropriate language, is it not competent to show by parol proof that it was of the class covered by the first grant and excepted from the second, namely, so swampy, overflowed, and wet, as that a major part of the tract was unfit for cultivation?

By the second section of the act of 1850 it was made the duty of the Secretary of the Interior to ascertain the fact, and furnish the State with the evidence of it. Must the State lose the land, though clearly swamp land, because that officer has neglected to do this? The right of the State did not depend on his action, but on the act of Congress; and though the States might be embarrassed in the assertion of this right, by the delay or failure of the Secretary to ascertain and make out lists of these lands, the right of the States to them could not be defeated by that delay. As that officer had no satisfactory evidence under his control to enable him to make out these lists, as is abundantly shown by the correspondence of the land department with the State officers, he must, if he had attempted it, rely, as he did in many cases, on witnesses whose personal knowledge enabled them to report as to the character of the tracts claimed to be swamp and overflowed. Why should not the same kind of testimony, subjected to cross-examination, be competent, when the issue is made in a court of justice, to show that they are swamp and overflowed, and so excluded from the grant under which plaintiff claims, a grant which was also a gratuity.

The matter to be shown is one of observation and examination, and whether arising before the Secretary, whose duty it was primarily to decide it, or before the court, whose duty it became because the Secretary had failed to do it, this was clearly the best evidence to be had, and was sufficient for the purpose.

Any other rule results in this, that because the Secretary of the Interior has failed to discharge his duty in certifying these lands to the States, they, therefore, pass under a grant from which they are excepted beyond doubt; and this, when it can be proved by testimony capable of producing the fullest conviction, that they were of the class excluded from plaintiff's grant.

The decision of the case of the *Railroad Company v. Fremont county*, disposes of all the errors alleged in this case but the admission of the verbal testimony, and as we are of opinion that the State court did not err in that, the judgment is affirmed.

SWAMP AND OVERFLOWED LANDS.

The following is a list of the Swamp and Overflowed Lands, approved and patented to the State of Iowa by the United States, and by the State patented to the several counties in which the same are situate :

ADAIR COUNTY.

Parts of section.	Acres.	Range	Town	Acres.	Range	Town	Acres.
ne of sw...	...	74 32	11	40.00	75 32	...	120.00
sw of se and se nw.....	...	74 33	32	80.00	75 33	...	40.00
sw of se.....	...	75 33	15	40.00			
ne of sw.....	...	75 33	27	40.00			
Total.....	40.00						360.00

ADAMS COUNTY.

nw of ne.....	2	71 34	14	72 35	...	1012.60
n hf of sw.....	8	71 34	20	72 35	...	
ne of nw and nw of ne.....	18	71 34	30	72 35	...	
n hf of ne and sw of ne.....	6	72 34	8	72 32	...	275.00
e hf of se.....	30	72 34	18	72 32	...	
s hf of nw, ne of nw and ne qr.....	36	72 34	28	72 33	...	831.74
e hf of ne and e hf of se.....	12	73 34	30	72 33	...	158 17
se of sw, nw of se and ne of ne	14	73 34	6	73 33	...	40.00
se of sw and nw of se.....	22	73 34	17	72 32	...	40.00
ne qr.....	28	73 34	33	73 32	...	
nw of nw.....	32	73 34	18	73 38	...	
se qr and se of ne.....	10	71 35	21	72 33	...	
sw of nw and nw of ne.....	12	71 35	28	72 33	...	
nw of sw, se of sw and w hf of nw.....	20	71 35	27	72 33	...	
e hf of sw, nw of se, se of nw and w hf of ne	80	71 35	29	72 33	...	610.29
nw and w hf of sw.....	12	72 35	31	72 33	...	

ne of nw, w hf of nw, w hf of sw and nw of se	7	73	33	248 58	ne of ne of	3	71	34	37.30
se of se	11	73	34	40.00					
Total									3117.94

ALLAMAKEE.

lots 1, 2, 3, 4, and 5, and w hf of nw qr	3	97	2		lots 1, 2, 3, 4, 5, 6, ne of sw, and sw of sw	36	97	3	....	1269.53
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10, and e hf of ne qr, and sw of sw	4	97	2		lots 1, 2, 3, 4, 5, and sw of n w	4	99	3		
lots 1, 2, 3, 7, 8, and n hf of ne qr	5	97	2		lots 1, 2, 3, 4, 5, 6, and 7	5	99	3		
lots 1, 2, 5, and 6	7	97	2		lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13, and ne of s e	6	99	3		
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 13	8	97	2		lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14	7	99	3		
lots 1, 2, 3, 4, 5, 6, 7, 8, and 9	9	97	2		lots 1, 2, 3, 4, 5, 6, and 7	8	99	3		
lots 1, and 2	10	97	2		lots 1, 2, 3, 4, and 5	9	99	3		
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11	17	97	2		lots 1, 2, 3, 4, 5, 6, 7, and 8	17	99	3		
lots 1, 2, 3, 4, 5, 6, 7, 8, and 9	18	97	2		lots 1, 2, 3, 4, 5 and 6	18	99	3		
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11	19	97	2		lot 1	19	99	3		
lots 1 and 2	20	97	2		lots 1, 2, 3, 4, 5, and 6	20	99	3		
lots 1, 2, 3, and 4	30	97	2	2751 26	lots 1, 2, 3, and 4	21	99	3	....	2527.41
lots 1 and 2	21	98	2		lots 1 and 2	5	100	3		
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10	23	98	2		lots 1, 2, 3, and s e of s e	6	100	3		
lots 1, and 2	32	98	2		lots 1, 2, 3, 4, 5, 6, 7, 8, 9 and 1	7	100	3		
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13	33	98	2		lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11	8	100	3		
lots 1, 2, 3, and 4	34	98	2	936 82	lots 1, 2, 3, 5, and 6	17	100	3		
lot 4	1	96	3		lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and the nw of sw	18	100	3		
lots 1, 2, 3, 4, 7, and 13	2	96	3		lots 2, 5, 8, 9, 12, and 13	19	100	3		
lots 1, 2, 3, 4, and 5	3	96	3		lot 1	29	100	3		
s e of s e	5	96	3		lots 2, 3, 5, 6, 9, and sw of se	30	100	3		
lots 1 and 2	10	96	3		ne of se, ne of lw, and lots 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, and 12	31	100	3		2412.75
lots 1, 2, 3, 4, 5, 6 and 7	11	96	3	511.90	sw of se, and lots 1, 2, and 4	32	100	3	....	40.00
lot 1	12	96	3		nw of nw	14	96	4	....
lot 1	13	97	3		lots 1 and 9	1	99	4		
lots 1, 2, 3, 4, and 5	24	97	3		lot 2	12	99	4	....	180.40
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and s w of s e and ne of se	25	97	3		se of sw	1	100	4		
lots 1 and 2	34	97	3		se	2	100	4		
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13	35	97	3							

ALLAMAKEE COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
lots 1, 2, 3, and 6.....	13	100	4		ne of nw.....	4	99	5	40.97
se of sw and lots 3 and 4.....	14	100	4		se of ne and n hf of se.....	34	100	5	
lots 1, 4, and 6.....	23	100	4		se of sw.....	35	100	5	180.00
lots 2, 3, 4, 6, 7, 8, 9, 10, 11, and 12.....	24	100	4		sw of nw.....	20	96	3	40.00
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13.....	25	100	4		sw of ne, and se of se.....	30	100	3	80.00
lot 1.....	26	100	4		se of se.....	10	100	4	
nw of se and ne of sw.....	29	100	4		w hf of ne.....	14	100	4	120.00
nw of ne and lots 1, 2, 3, 4, 5, 6, 7, 8, 11 and 12.....	36	100	4	1726.36	Total.....	—	—	—	12797.02

APPANOOSE COUNTY.

e hf of ne.....	12	69	18	....	80.00	s hf of sw.....	19	68	16	
s hf of sw.....	14	70	18			s hf of sw.....	29	68	16	
ne and ne of se.....	18	70	18			n hf of sw, se of sw, sw of se, n hf of nw, s hf of nw.....				
sw of nw.....	20	70	18			nw of se and se of se.....	30	68	16	
sw, n hf of se and se of nw.....	22	70	18			e hf, e hf of nw, sw of nw and ne of sw.....	31	68	16	
e hf of se qr, c hf of ne and nw of ne.....	26	70	18			sw of nw, se of nw and n hf of nw.....	32	68	16	1369.27
sw of se and w hf of sw.....	36	70	18	....	920.00	sw of sw.....	6	67	17	
se of se.....	4	70	19			nw of se.....	7	67	17	
sw of nw.....	6	70	19			e hf of sw.....	18	67	17	166.31
ne of nw and n hf of ne.....	8	70	19			nw of nw, e hf of nw, se of sw and w hf of se.....	2	68	17	
s hf of se.....	10	70	19	....	358.30	ne of nw, w hf of ne se of ne, ne of sw and e hf of se of.....	11	68	17	
n hf of sw.....	12	70	19			w hf of ne and sw qr.....	12	68	17	
w hf of ne, se of ne, nw qr and s hf of sec se qr, ne qr, se of nw, n hf of sw, and se of sw.....	5	67	16			sw qr, w hf of nw and se of nw.....	13	68	17	
e hf of se, nw of se, ne qr, and se of nw.....	6	67	16			e hf of ne, and e hf se.....	14	68	17	
s hf of sec.....	7	67	16			e hf of ne.....	23	68	17	
e hf of se qr, nw of se, n hf of sw, n hf nw qr, se of nw and ne.....	8	67	16							
nw qr, se of nw and ne.....	17	67	16	....	2205.00					
sw of nw and nw of sw.....	18	68	16							

nw qr, e hf of ne, e hf of se and w hf of sw.....	24	68 17	se of sw, se of se and w hf of ne.....	27	69 17	1160.00
e hf and sw qr.....	25	68 17	nw of se, ne of se and ne.....	28	69 17	40.00
se of ne.....	26	68 17	se of nw, ne of ne, and se of ne.....	34	69 17	40.00
n hf of nw and n hf of ne.....	36	68 17	ne of ne.....	12	67 18	40.00
sw of ne, ne of ne, and se of ne.....	7	69 17	ne of ne.....	35	68 18	40.00
sw of se, nw of sw, sw of sw, nw of nw, and sw of nw.....	8	69 17	se of nw.....	36	68 18	40.00
sw of sw.....	9	69 17	se of sw.....	29	68 16	40.00
se of se.....	17	69 17	sw of sw.....	5	69 17	40.00
ne of ne.....	20	69 17	ne of nw.....	21	69 17	40.00
nw of nw, sw of nw, se of nw, ne of sw, se of sw.....	21	69 17	Total.....			8864.08

AUDUBON COUNTY.

w hf of sw.....	18	78 34	n hf of nw.....	2	79 35	
se of sw and sw of se.....	32	78 34	se of sw.....	26	79 35	
sw of ne, n hf of se, and se of sw.....	8	79 34	ne of ne.....	32	79 35	151.29
ne of ne.....	18	79 34	e hf of se.....	2	80 35	
se of sw.....	30	79 34	e hf of ne.....	10	80 35	
n hf of ne and nw qr.....	6	80 34	e hf of se.....	14	80 35	
w hf of nw qr, and s hf.....	18	81 34	nw qr and e hf of sw.....	26	80 35	480.00
w hf of ne, and se qr.....	30	81 34	ne of se.....	36	78 35	40.00
lot 8.....	4	78 35				
ne of ne.....	26	78 35				2094.92

BLACK HAWK COUNTY.

lot 5.....	28	87 11	nw of nw.....	26	89 12	
sw of sw.....	10	90 11	w hf of se and se of sw.....	28	89 12	200.00
sw of se.....	4	90 11	n hf of ne qr, e hf of nw, sw of nw, and of sw, and sw of ne.....	6	87 14	294.46
n hf of sw, se of sw and sw of nw.....	22	90 11	s hf of sw qr, ne of sw, s hf of se, and se of ne.....	32	88 14	240.00
n hf of se, nw qr, and n hf of ne.....	28	90 11				
nw of sw.....	10	87 12	se of se.....	6	90 14	
se of se.....	20	89 12				

BLACK HAWK COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
se of nw	20	90 14	90 14		lots 6, 7, and 8.	17	88 12	88 12	135.37
e hf of nw	28	90 14	90 14	160.00	sw of sw.	23	89 12	89 12	40.00
lot 7	19	87 11	87 11	28.18	ne of nw.	29	89 12	89 12	40.00
nw of ne and re of se	9	90 11	90 11		se of nw and ne of ne.	13	88 14	88 14	
se of ne, w hf of nw, and nw of sw.	15	90 11	90 11		se of se.	31	88 14	88 14	
ne of ne, s hf of ne, and se.	21	90 11	90 11		sw of nw and nw of nw.	33	88 14	88 14	200.00
w hf of nw and nw of sw.	23	90 11	90 11		ne of sw and sw of sw.	5	90 14	90 14	80.00
n hf of nw and nw of ne.	27	90 11	90 11	760.00					
lot 4.	13	87 12	87 12	36 06					2858.56

BENTON COUNTY.

nw of sw and s hf of ne.	26	82	9		lots 6 and 7.	9	85 9	85 9	89.18
nw of nw.	36	82	9	180 00	lot 7.	5	86 10	86 10	
lot 6.	10	85	9	39.10	lot 1.	21	86 10	86 10	
sw of sw.	10	86 12	86 12	79.10	lots 1, 2, and 3.	29	86 10	86 10	181.26
nw of nw.	21	82 10	82 10	40.00					
									549 49

BOONE COUNTY.

all.	2	82 25	82 25		ne of ne and n hf of nw.	12	83 25	83 25	
se qr, e hf of sw, e hf of nw and w hf of ne.	6	82 25	82 25		s hf.	14	83 25	83 25	
e hf, s hf of sw and nw qr.	8	82 25	82 25		n hf of ne.	18	83 25	83 25	
all of.	12	82 25	82 25		s hf of nw.	24	83 25	83 25	
e hf.	14	82 25	82 25		e hf.	28	83 25	83 25	
all of.	24	82 25	82 25	3190.69	e hf of se qr.	30	83 25	83 25	
s hf of sw.	4	83 25	83 25		ne qr and s hf	34	83 25	83 25	
ne qr and w hf of nw.	6	83 25	83 25		s hf.	36	83 25	83 25	2349.57
n hf.	10	83 25	83 25		se qr.	8	84 25	84 25	

n hf of nw and n hf of ne	14	84 25		sw of sw of	82	84 27	478.74
ne qr, e hf of nw, e hf of se, and sw of nw	24	84 25	840.00	lots 1 and 2	2	85 27	....
s hf of sw and s hf of se	32	84 25	....	nw of sw, and nw of nw	4	85 27	
ne of nw	2	85 25		nw qr, n hf of ne, se of se, w hf of sw, and se of sw	6	85 27	
e hf of ne	4	85 25		qr	8	85 27	
se of se	6	85 25		n hf of ne, ne of nw, sw of nw, and sw of nw	10	85 27	
s hf of se	20	85 25		lot 3	18	85 27	
nw of sw, e hf of se, and ne qr	36	85 25	550.62	se of sw, and ne of se	20	85 27	1382.46
ne of nw	24	83 26	40.00	e hf of sw, ne qr, e hf of nw, and n hf of se	2	82 28	
se of ne and se of nw	4	84 26	....	se of se, and e hf of sw	10	82 28	
nw of nw	14	84 26	....	n hf	14	82 28	
w hf of ne	22	84 26	240.00	ne of ne	26	82 28	640.00
se of sw	24	84 26	....	n hf of sw, nw of sw, and sw of se	4	83 28	
n hf of ne	2	85 26	....	se of nw, ne of sw, ne qr and n hf of se	8	83 28	
ne of nw and sw of sw	4	85 26	....	all	12	83 28	
se of se	6	85 26		ne of nw, nw of ne, and sw of se	14	83 28	
ne of se and e hf of ne	12	85 26		s hf of sw, nw of sw, and s hf ne	18	83 28	
ne of se	20	85 26		ne of ne	22	83 28	
w hf of nw	22	85 26		ne of nw	28	83 28	1524.91
se qr and nw of nw	24	85 26	631.61	se qr	2	84 28	....
e hf of ne, nw of ne, and sw of sw	2	82 27	....	n hf of se and se of se	12	84 28	
n hf of ne	4	82 27	....	ne qr	36	84 28	440.00
se of sw	10	82 27		se of se, nw qr and w hf of ne	2	85 28	
nw qr and ne of ne	14	82 27		w hf of se qr, ne of ne, w hf of sw, ne of sw, and sw of nw	4	85 28	
e hf of ne and nw of ne	36	82 27	597.74	se qr, w hf of ne, se of ne, w hf of nw, and se of nw	6	85 28	
w hf	4	83 27	....	s hf of sw, and s hf of se	8	85 28	
e hf of ne and se of se	6	83 27		s hf of sw, and se of se	10	85 28	
sw of se, nw qr, and n hf of ne	8	83 27		n hf of nw qr, and s hf of sw	12	85 28	
nw of sw and sw of se	10	83 27		w hf of se, ne of se, se of ne, e hf of sw, n hf of nw, and s hf of nw	14	85 28	
ne of nw and w hf of nw	14	83 27		n hf of ne, and s hf of nw	18	85 28	
se of sw and sw of se	20	83 27		n hf of se, sw of se, s hf of sw, n hf of nw, and s hf of nw	20	85 28	
e hf of sw	22	83 27		sw of sw, and ne of nw			
w hf of nw and ne qr	30	83 27	1680.94				
w hf	34	83 27	....			
e hf of ne and ne of se	36	83 27					
s hf and n hf of nw	6	84 27					

BOONE COUNTY--CONTINUED.

Parts of Sections.		Sec.	Town.	Range.	Acres.	Parts of Sections.		Sec.	Town.	Range.	Acres.
n hf of sw, s hf of sw, nw of nw, e hf of se, e hf of ne, and nw of ne	n hf of sw, s hf of sw, nw of nw, e hf of se, e hf of ne, and nw of ne	22	85	28		n hf of nw	n hf of nw	23	85	25	
n hf of nw, ne of sw, ne qr, and sw of sw	n hf of nw, ne of sw, ne qr, and sw of sw	24	85	28		se of se and w hf of se	se of se and w hf of se	25	85	25	
n hf of ne	n hf of ne	28	85	28		w hf of ne and se of ne	w hf of ne and se of ne	35	85	25	695.04
w hf of nw, and nw of sw	w hf of nw, and nw of sw	30	35	28		sw of se	sw of se	1	85	26	
w hf of nw, and n hf of sw	w hf of nw, and n hf of sw	32	85	28		ne of se	ne of se	13	85	26	
nw of nw, se qr, and se of sw	nw of nw, se qr, and se of sw	36	3	5	28	ne of ne	ne of ne	25	85	26	120.00
s hf	s hf	1	82	25		sw of sw	sw of sw	19	82	27	
n hf of nw	n hf of nw	3	82	25		w hf of sw	w hf of sw	29	82	27	123.06
e hf and nw	e hf and nw	11	82	25		w hf	w hf	33	83	27	320.00
all	all	13	82	25		sw of ne	sw of ne	8	85	27	40.00
e hf	e hf	23	82	25		e hf of sw, sw of sw, e hf of se, and sw of se	e hf of sw, sw of sw, e hf of se, and sw of se	11	82	28	
se of se	se of se	1	83	25		ne of ne	ne of ne	13	82	28	
ne qr and s hf	ne qr and s hf	3	83	25		ne of ne	ne of ne	15	82	28	
n hf	n hf	5	83	25		se of se	se of se	33	82	28	300.00
e hf of se	e hf of se	7	83	25		nw of se	nw of se	3	83	28	
nw of nw	nw of nw	9	83	25		se qr and e hf of sw	se qr and e hf of sw	5	83	28	
sw qr	sw qr	13	83	25		ne of ne and e hf of se	ne of ne and e hf of se	7	83	28	
n hf of nw and ne of ne	n hf of nw and ne of ne	23	83	25		w hf of w hf, se of sw, e hf of se, and nw of ne	w hf of w hf, se of sw, e hf of se, and nw of ne	9	83	28	
s hf	s hf	35	83	25		ne	ne	11	83	28	
e hf of ne	e hf of ne	1	84	25		nw of nw	nw of nw	13	83	28	
sw of se	sw of se	9	84	25		n hf of n hf	n hf of n hf	21	83	28	
nw of nw, w hf of se, and e hf of sw	nw of nw, w hf of se, and e hf of sw	13	84	25		nw of ne, ne of nw, and sw of sw	nw of ne, ne of nw, and sw of sw	23	83	28	
se of sw	se of sw	23	84	25		n hf of n hf and se of se	n hf of n hf and se of se	27	83	28	1280.00
e hf of n', sw of ne, se of nw, and ne of nw	e hf of n', sw of ne, se of nw, and ne of nw	25	84	25		ne of ne and nw of nw	ne of ne and nw of nw	12	84	28	
se qr	se qr	31	84	25		sw	sw	34	84	28	240.00
se of ne, nw of nw, and w hf of sw	se of ne, nw of nw, and w hf of sw	7	85	25		ne of nw and ne of ne	ne of nw and ne of ne	5	85	28	
e hf of se	e hf of se	9	85	25		se qr, e hf of sw, sw of nw, and se of ne	se qr, e hf of sw, sw of nw, and se of ne	7	85	28	
nw of nw	nw of nw	15	85	25		w hf of nw qr, sw of sw, and se of se	w hf of nw qr, sw of sw, and se of se	9	85	28	
w hf of nw	w hf of nw	19	85	25		sw of sw, e hf of nw, and e hf	sw of sw, e hf of nw, and e hf	11	85	28	
						nw of nw	nw of nw	15	85	28	
						s hf of sw, s hf of ne, nw of se, nw of sw, and nw of nw	s hf of sw, s hf of ne, nw of se, nw of sw, and nw of nw	15	85	28	

s hf of ne, sw of se, nw of sw, and nw of nw	17	85	28
se of sw, n hf of nw, and se of se.	19	85	28
nw of ne and e hf of se.	21	85	28
w hf of sw, s hf of nw, and nw of ne.	23	85	28
sw of nw	26	85	28
s hf of sw, nw of nw, s hf of nw, and e hf of se.	27	85	28
sw of sw and nw of nw	29	85	28
se qr and nw of nw	31	85	28
....		2529	36
		<hr/>	
		27773.62	

BREMER COUNTY.

ne of nw	3	91 11		sw of nw	1	92 12
w hf of nw, s hf of ne, e hf of se, nw of se,	5	91 11		e hf of se, n hf of nw, n hf of ne, se of ne,	2	92 12
w hf of sw, and se of sw	6	91 11		e hf of sw, and nw of sw	11	92 12
e hf of nw and e hf of se	7	91 11		sw of ne	12	92 12
s hf of ne, ne of ne, and e hf of se	8	91 11		e hf of se and ne of nw	13	92 12
w hf of sw and e hf of se	9	91 11		s hf of ne, ne of ne and se of nw	24	92 12
w hf of nw, w hf of sw, and se of sw	17	91 11		ne of ne	25	92 12
w hf of nw and ne qr	18	91 11		e hf of se	3	93 12
e hf of ne, se of se, and sw of sw	20	91 11		nw	6	93 12
s hf of nw, nw of nw, sw of se, and se of	28	91 11		w hf of nw and w hf of sw	7	93 12
sw	32	91 11		se of se	8	93 12
ne of se, ne qr, and ne of nw	33	91 11		sw of se	10	93 12
e hf of ne, nw of ne, ne of nw, and e hf of	34	91 11		sw of ne, ne of nw, nw of se, and se of se	11	93 12
se	7	92 11	2968.08	sw of sw	14	93 12
w hf of nw, se of nw, sw of se, and e hf of	18	92 11		n hf of nw, se of nw. sw of ne, se of sw and	17	93 12
sw	19	92 11		w hf, se	18	93 12
sw of se	20	92 11		w hf, se, and w hf of ne	20	93 12
se qr, e hf of sw, s hf of ne, and nw qr	29	92 11		ne of ne	21	93 12
ne qr, w hf of sw, and ne of nw	30	92 11		n hf of nw, ne qr, nw of sw, and e hf of se	22	93 12
w hf of nw and w hf of sw of	31	92 11		w hf of se, and w hf of ne	23	93 12
w hf of se and sw of ne	33	92 11	2232.84	n w of sw	26	93 12
w hf of ne, se of ne, e hf of nw, and s	4	91 12		e hf of sw, sw of sw, n hf of ne, w hf of se,	27	93 12
hf	28	91 12		and n hf of nw	28	93 12
e hf of nw, e hf of sw, and e hf	34	91 12	364.28	n hf of nw, se of nw, e hf of sw, sw of sw,	34	93 12
n hf of nw, sw of nw, and w hf of sw				and nw of se		
ne of nw and nw of ne				nw of nw, se of nw and e hf of sw		
e hf of ne, sw of ne, and se of se				e hf of ne, n hf of nw, and ne of se		
nw of sw and w hf of nw				w hf of ne, se of ne, nw of nw, and ne of se		

BREMER COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
w hf, s hf of ne, s hf of se, and ne of se....	35	93	12	...	ne qr, se qr, nw qr, e hf of sw, and nw of sw....	21	91	11	...
w hf of sw.....	36	93	12	4194.54	sw.....	21	91	11	...
ne of nw of n hf of ne.....	1	93	13	158.98	w hf of ne, w hf of se, se of se, and ne of nw.....	29	91	11	...
nw of nw.....	4	92	14	54.30	nw.....	33	91	11	1450.00
ne of se.	6	93	14	...	sw qr, s hf of nw, nw of nw, and nw of se....	21	91	11	...
sw of nw.....	20	93	14	...	se of sw.....	27	91	12	...
ne of se, and se of ne.....	32	93	14	160.00	sw of sw, sw of nw, and nw of nw.....	29	91	12	320.00
e hf of se, and w hf.....	17	93	12	...	se of sw.....	33	91	12	...
e hf of se, and w hf.....	21	93	12	800.00	ne of se, se of ne, and ne of ne.....	33	91	12	13557.73
n hf of se, se of se, and w hf of sw.....	17	91	11	...					
n hf of ne, and se of ne.....	19	91	11	...					

BUCHANAN COUNTY.

w hf of sw and w hf of nw.....	31	87	7	153.60	nw of se	13	89	10	...	40.00
nw qr of nw	11	89	7	40.00	nw of nw.....	36	90	7	...	40.00
se of se	19	90	7	...	e hf of sw, ne of se, and ne	14	87	8	...	...
sw of sw	25	90	7	...	s hf of ne	26	87	8	...	...
nw of ne, w hf of nw, and ne of nw.....	27	90	7	240.00	n hf of ne	36	87	8	...	440.00
w hf of ne	23	87	8	...	se of sw, and nw of se.....	4	90	9	...	80.00
se qr	25	87	8	...						
nw of nw	26	87	8	...						1353.60
se of ne	27	87	8	320.00						

BUTLER COUNTY.

se of nw	22	90	16	...	ne of se, s hf of nw, and nw of nw	6	91	18	...	...
ne of nw	32	90	16	80.00	s hf of ne and ne of ne	8	91	18	...	...
n hf of ne and se of ne	4	90	17	180.02	nw of sw.....	14	91	18	...	334.02
nw of ne	6	91	17	...	nw of ne	3	92	18	...	...
e hf of ne and ne of ne	10	91	17	165.01	w hf of nw	7	92	18	...	...

n hf of nw and se of nw	18	92 18		se of sw, sw of se, and se of se	3	91 17	120.00
w hf of sw and se of sw	22	92 18		ne of ne	1	93 17	57.88
nw of sw	34	92 18	428.42	se of se, sw of se, ne of sw, nw of sw, and sw of nw	5	91 18	200.00
cr ne of se	6	93 18		nw of sw	7	92 18	40.00
n hf of ne, and se of ne	33	93 18	160.00	sw of ne, nw of se, and ne of se	33	92 18	154.54
se of nw	29	90 16	40.00	nw of se and sw of se	27	93 18	80.00
sw of ne	21	90 16	40.00				
sw of se	13	92 16	40.00				
ne of sw	11	90 17	40.00				2140.49

CALHOUN COUNTY.

lot 5	2	88 34		nw of ne, nw of nw, and s hf of nw	26	89 32	
sw of nw and nw of sw	12	88 34		nw of nw, and lots 2, 3, 4, 5, and 6	28	89 32	
ne of ne	14	88 34		nw of nw, sw qr, and sw of se of	30	89 32	
ne of nw	24	88 34	200.00	s hf of ne qr, and s hf of nw	32	89 32	
se	4	88 31		ne of nw, sw of nw, and nw of sw	36	89 32	3972.75
sw of se	2	88 32	160.00	se of se	2	89 33	
n hf of nw, sw of nw, and w hf of sw	2	89 32	40.00	w hf of sw	4	89 33	
se of ne, and sw of nw	4	89 32		s hf of se, nw of sw, and s hf of sw	6	89 33	
n hf of ne, sw of nw, nw of sw, se of sw, and s hf of se	6	89 32		s hf of ne, n hf of nw, ne of se, and n hf of sw	8	89 33	
w hf of ne, n hf of nw, se of nw, sw of sw, and se qr	8	89 32		nw of sw	10	89 33	
ne of ne, sw of nw, w hf of sw, se of sw, and e hf of se	10	89 32		ne of nw, sw of nw, and w hf of sw	12	89 33	
nw of ne, and ne of nw	12	89 32		ne of ne, e hf of se, and w hf of sw	14	89 33	
se of ne, ne of nw, s hf of nw, ne of sw, and w hf of sw	14	89 32		w hf of ne, n hf of nw, s hf of nw, se qr, and sw qr	18	89 33	
e hf of nw, s hf of sw, w hf of se, e hf of ne, and se of se	18	89 32		ne of ne, sw of nw, and se of se	20	89 33	
n hf of ne, sw of ne, w hf of nw, sw qr, nw of se, and se of se	20	89 32		se of ne, nw of nw, se of nw, sw of se, and se of sw	22	89 33	
n hf of ne, se of ne, w hf of nw, w hf of sw, se of sw, and ne of se	22	89 32		e hf of nw, e hf of se, sw of se, and se of sw	24	89 33	
e hf of ne, nw of nw, se of sw, and w hf of se	24	89 32		sw	26	89 33	
				ne qr, and n hf of nw	32	89 33	2411.24
				nw of nw	10	86 31	40.00
				se of sw	8	87 31	80.00
				e hf of se	10	88 31	160.00

CALHOUN COUNTY—CONTINUED.

Parts of Sections.	Acres.	Range.	Town.	Acres.	Range.	Parts of Sections.	Acres.
w hf of se	6	89 31	89 33	nw of nw	32	89 33	120.00
sw of nw and se of se	8	89 31	89 33	s hf of sw	34	89 33	40.00
nw of nw	10	89 31	89 31	ne of nw	30	89 31	37 35
e hf of se, sw of se, and se of sw	18	89 31	89 32	nw of ne	6	86 32	37.22
sw of se	22	89 31	89 32	lot 1	32	89 32	94.14
n hf of nw, se of nw, and nw of sw	26	89 31	87 33	ne of se	4	87 33	
sw of sw	28	89 31	87 33	ne of ne	6	87 33	
n hf of ne and sw of se	30	89 31	88 31	e hf of ne and n hf of se	12	88 31	
w hf of sw and sw of nw	32	89 31	88 31	w hf of nw	14	88 31	
sw of sw, ne of sw, se of nw, and w hf of ne	36	89 31	88 31	* sw of se	4	88 31	240.00
s hf of se and s hf of sw	36	86 32	89 31	s hf of sw	22	89 31	120.00
ne of se	32	88 32	87 33	se of ne	4	87 33	40.00
sw of nw and nw of ne	8	87 33					10092.70
ne of nw	10	87 33					
se of se	4	88 33					

CARROLL COUNTY

se of sw and sw of sw	5	82 33	e hf of se, nw of se, sw of ne, e hf of nw and nw of nw	25	83 33	876.39
nw of nw	8	82 33	nw of nw	30	83 33	80.00
se of se	15	82 33	e hf of nw, w hf of nw, and n hf of sw	5	82 33	40.00
ne of ne	22	82 33	n hf of sw	23	82 33	40.00
w hf of nw, se of nw, ne of sw, nw of se, e hf of se and se of ne	23	82 33	sw of ne	25	82 33	199.17
w hf of sw	24	82 33	nw of ne	11	83 33	40.00
n hf of nw and se of nw	25	82 33	w hf of nw and w hf of sw	19	83 33	
sw of se, ne of sw, and sw of nw	29	82 33	sw of sw	21	85 33	2115.56
e hf of nw, nw of se, and se qr	14	83 33	se of sw			
nw of sw and se of sw	19	83 33				
sw of nw, nw of sw, and s of sw	24	83 33				

* Returned to State and by State to the U. S.

CASS COUNTY.

nw of se.....	29	75 35	40.00	s hf of sw.....	25	75 36	80.00
ne of nw and nw of nw.....	6	76 34		ne of se.....	6	76 36	40.00
se of ne	20	76 34		se of nw and e hf of sw.....	18	77 36	
sw of sw.....	22	76 34		ne of sw.....	20	77 36	
nw of nw.....	27	76 34		sw of nw and nw of sw.....	32	77 36	240.00
nw of ne, ne of nw, ne of sw, and w hf of sw	28	76 34		sw of ne.....	30	75 37	40.00
w hf of ne.....	32	76 34	476 07	ne of se	12	76 37	40.00
e hf of se, and sw of sw.....	6	77 34		ne of se.....	14	76 37	40.00
sw of sw.....	14	77 34	160.00	se of ne.....	23	76 37	40.00
sw of sw.....	10	75 35		sw of nw.....	25	76 37	40.00
w hf of nw.....	15	75 35		ne of se.....	6	77 37	
sw of se.....	32	75 35	160.00	w hf of nw.....	18	77 37	91.71
nw of nw.....	24	77 35	40.00				
se of se.....	6	74 36					1647.78
se of ne and ne of se.....	7	74 36	120.00				

CEDAR COUNTY.

w hf of se, w hf of ne, and ne of ne....	2	82 1		lots 5 and 6.....	1	82 1	
sw of se.....	34	82 1	238.50	lot on right bank of river, not numbered...	1	82 1	91.10
sw of sn, ne of sw, and nw of se.....	6	82 3					
ne of nw.....	8	82 3	160.00				
ne of sw, nw of se, and se of se.....	18	81 4	120.00				609.60

CERRO GORDO COUNTY.

n hf of ne.....	35	96 21	80.00				
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CHEROKEE COUNTY.

s hf of se.....	26	92 41		nw of se, e hf of se, and sw of sw.....	26	90 39	
ne of se, and e hf of ne..	30	92 41		w hf of nw, se of nw, se of ne, n hf of se, n			
ne of nw.....	36	92 41	240 00	hf of sw, and se of sw.....	34	90 39	840.00
ne of se.....	18	90 39		w hf of nw.....	2	93 39	92 65
nw of nw, e hf of nw, sw of ne.....				e hf of ne, ne of se, sw of se, and nw of sw.	10	93 40	200.00
nw of se, and e hf of se.....	28	90 39		se of se.....	30	90 41	40 00

CHEROKEE COUNTY--CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
ne of se, s hf of se, and s hf of sw.....	30	91	42	....	ne of nw.....	33	91	40	....
n hf of nw.....	4	90	39	....	s hf of ne.....	34	92	40	....
n hf of ne, sw of ne, nw qr. and w hf of sw.	4	91	39	....	e hf of ne, sw of ne, ne of nw, and ne				
ne of ne, and s w of se.....	20	91	39	....	of se.....	24	93	41	....
se of se, and se of ne.....	32	92	39	....	Total.....				2728.32
se of sw.....	10	91	40	....				
ne qr, and sw of se.....	21	91	40	....				

CHICKASAW COUNTY.

sw of ne and ne of se of.....	3	95	11	w hf of sw and ne of sw of.....	11	96	13	....	120.00
e hf of sw of.....	15	95	11						
nw of ne of.....	22	95	11	....					440.00
e hf of sw of.....	32	94	12	....				

CLAY COUNTY.

ne of se.....	3	94	35	se of ne and e hf of se.....	5	95	35		
se of se.....	21	94	35	n hf of ne.....	6	95	35		
sw of sw.....	23	94	35	se of se.....	8	95	35		
lots 1 and 3.....	26	94	35	n hf of ne, n hf of nw, n hf of se, sw of sw,					
ne of nw.....	30	94	35	and se of se.....	9	95	35		
nw of ne.....	14	95	35	nw of nw.....	10	95	35		
sw of nw.....	33	95	35	lot 4 and sw of sw.....	11	95	35		
ne of ne.....	34	95	35	ne of se and lot 3.....	12	95	35		
lots 3 and 4.....	1	96	35	lot 3 and nw of nw.....	14	95	35		
s hf of nw.....	2	96	35	ne of ne and sw of sw.....	15	95	35		
e hf of se, sw of sw, and lot 4.....	3	96	35	nw of sw and sw of sw.....	18	95	35		
n hf of ne, s hf of nw, se of se, and s hf				ne of ne and sw of ne.....	21	95	35		
of sw.....	4	95	35	sw of se and sw of sw.....	23	95	35		

e hf of ne and sw of ne.....	24	96 35	s hf of se, and n hf of sw.....	29	97 35	5195.24
nw of ne, s hf of ne, se of nw, n hf of se, se of se, ne of sw, and w hf of sw.....	26	96 35	w hf of ne, ne of se, and ne of sw.....	30	97 35	
s hf of ne, sw of nw, ne of se, and n hf of sw.....	27	96 35	ne of ne, sw of ne, w hf of se, and sw of nw.....	31	97 35	
sw of se and se of sw.....	28	96 35	ne qr, and ne of nw.....	32	97 35	
se of sw.....	32	96 35	e hf of ne, sw of ne, se of nw, se qr, ne of sw, and sw of sw.....	33	97 35	
nw of ne and ne of nw.....	33	96 35	lots 1 and 4.....	34	97 35	
s hf of sw.....	34	96 35	ne of se.....	35	97 35	
se of ne and sw of se.....	1	97 35	w hf of ne, e hf of nw, sw of nw, and e hf of se.....	2	95 36	
n hf of nw and sw of sw.....	3	97 35	w hf of se, and sw of sw.....	18	95 36	
w hf of se.....	4	97 35	ne of nw, e hf of se, sw of se, ne of sw, and s hf of sw.....	19	95 36	
n hf of ne, n hf of nw, sw of nw, nw of sw, and s hf of sw.....	5	97 35	s hf of se, and se of sw.....	34	95 36	
n hf of ne, and e hf of se.....	6	97 35	s hf of se.....	35	95 36	884.34
s hf of ne.....	7	97 35	n hf of ne, and se of nw.....	3	96 36	
n hf of nw, and se of nw.....	8	97 35	s hf of ne, s hf of nw, ne of se, and se of se.....	15	96 36	
ne of ne, sw of ne, se of nw, nw of se, and se of se.....	9	97 35	se of nw, w hf of nw, ne of sw, and w hf of sw.....	18	96 36	
s hf of nw, sw of se, and ne of sw.....	10	97 35	ne of nw, and w hf of nw.....	19	96 36	
sw of se, and se of sw.....	11	97 35	e hf of ne, e hf of se, nw of sw, and s hf of sw.....	23	96 36	
sw of ne, se of nw, ne of se, and se of sw.....	12	97 35	sw.....	24	96 36	
sw of ne, se of nw, and e hf of sw.....	13	97 35	ne of nw, w hf of nw, and w hf of sw.....	25	96 36	
e hf of se.....	14	97 35	e hf of ne, n hf of nw, se of nw, se qr, and e hf of sw.....	26	96 36	
nw of ne, s hf of ne, nw of nw, s hf of nw, ne of se, w hf of se, and e hf of sw.....	15	97 35	ne qr, e hf of nw, and ne of sw.....	35	96 36	
lots 2, 3, 4, and 7, and w hf of sw.....	17	97 35	nw of sw, and nw of nw.....	36	96 36	2086.20
e hf of ne, e hf of se, and sw of sw.....	18	97 35	ne of sw.....	12	97 36	
ne qr, w hf of nw, se qr, e hf of sw, and sw of sw.....	19	97 35	ne of ne, and w hf of nw.....	18	97 36	
lots 3, 4, and 5.....	20	...	w hf of nw, and w hf of sw.....	23	97 36	
lot 4.....	22	...	e hf of se.....	24	97 36	
nw of ne.....	23	97 35	e hf of se.....	36	97 36	460.99
lots 2, 3, 4, and 5, and ne of ne, ne of nw, and sw of nw.....	25	97 35	sw of se.....	8	94 37	
lots 3 and 4, and sw.....	27	97 35	n hf of ne.....	4	94 37	
se of se.....	28	97 35	sw of ne, w hf of se, and se of se.....	7	94 37	

CLAY COUNTY--CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
ne of ne.....	10	94 37			sw qr.....	7	96 37		
n hf of nw and e hf of ne.....	11	94 37			nw of nw.....	8	96 37		
se of nw and sw of ne.....	12	94 37			n hf, n hf sw, and se of se.....	13	96 37		
sw of se and se of sw.....	14	94 37			e hf of se, sw of se, and se of sw.....	14	96 37		
ne of ne and w hf of ne.....	18	94 37			sw of se, s hf of sw, and ne of sw.....	15	96 37		
se of se and s hf of sw.....	20	94 37			sw of ne, s of nw, ne of se, and nw of nw.....	17	96 37		
se of se.....	22	94 37			ne of ne.....	18	96 37		
n hf of ne and e hf of nw, se of se, s hf of sw.....	23	94 39			nw of nw and se of sw.....	30	96 37		2047.18
ne of ne and nw of nw.....	25	94 37			se of sw.....	26	97 37		
w hf of ne, nw of se,* n hf of sw, and se of sw.....	26	94 37			s hf of se and n hf of sw.....	27	97 37		
ne of ne, nw qr, n hf of se, and ne of sw..	27	94 37			w hf of nw, se of ne, n hf of se, and s hf of sw.....	28	97 37		
ne qr and nw of se.....	28	94 37			nw of nw, se of nw, and w hf of se.....	30	97 37		
sw of se.....	29	94 37			w hf of nw, w hf of ne, sw of sw, nw of se, and se of se.....	31	97 37		
nw of ne and ne of nw.....	31	94 37			nw of nw and sw of se.....	32	97 37		
ne of ne.....	32	94 37			nw of nw se of nw, and nw of sw.....	33	97 37		
nw of nw, se of nw, and ne of sw.....	33	94 37			ne of ne.....	34	97 37		
sw of se.....	34	94 37		2620.34	w hf of ne, n hf of nw, and e hf of se.....	35	97 37		
n hf of ne and nw qr.....	1	96 37			sw of nw and s hf.....	36	97 37		1755.81
se of nw.....	3	96 37			nw of nw.....	30	94 38		44.42
n hf of ne, se of ne, e hf of se, nw of sw, and sw of nw.....	6	96 37							18231.37
e hf of ne, nw qr, n hf of se, se of se, and									

CLAYTON COUNTY.

lots 4, 5, and 6, and w hf of sw.....	7	91 1			nw qr.....	17	91 1		
all (on right bank of river).....	8	91 1			lots 1, 2, and 3.....	18	91 1		610.71
lots 1, 2, and 4, and the unnumbered lot of					lot 7.....	5	91 2		

* Should have been, nw qr and se qr; error in patent to county

lot 1, and frac on island of nw.....	6	91	2	lots 4, 5, 6, 7, 8, 9, 10, the lot (unnumbered) on s end of island in nw qr, lot (unnumbered) or n end of island in sw qr, and lot (unnumbered) on n end of island in se....	23	94	3
lots 1, 2, and 6.....	11	91	2			94	3
lots 1, 2, 3, 4, 6, 7, 8, 9, and se of se	12	91	2	636.63			
lot 7	20	93	2				
lots 5, 6, 7, 8, 9, sw of ne, and se of sw.	29	93	2				
e hf of nw.....	32	93	2	450.20			
lot on island (unnumbered) in ne qr.....	1	91	3				
nw of nw.....	2	91	3				
lot 1.....	3	91	3	79.75			
lots 5, 6, and point of island in sw	11	94	3				
lots 4, 5, 6, 7, 8, 9, 10, and 11.....	14	94	3				
se of se.....	22	94	3				
							1447.16
							3274.65

CLINTON COUNTY.

w hf of ne and e hf of nw.....	2	81	1	sw of sw.....	24	81	2		720.04
ne of ne and se of se.....	10	81	1	n hf of nw and nw of ne.....	32	81	2		
sw qr, w hf of nw, and lots 3 and 6.....	14	81	1	s hf of sw, sw of ne and ne of se.....	20	82	2		
ne of ne.....	24	81	1	e hf of ne and nw of se.....	22	82	2		
ne of ne, nw of ne, se of ne, w hf of nw, ne of nw, and w hf of sw.....	2	82	1	s hf of sw.....	28	82	2		
e hf of nw.....	4	82	1	se of ne, sw of nw, e hf of nw and w hf of ne.....	30	82	2		638.58
s hf of se.....	6	82	1	sw of sw.....	32	82	2		
n hf of ne, n hf of nw, and sw of nw.....	8	82	1	n hf of ne, ne of nw and lot 5.....	2	80	3		
se of ne and s hf.....	10	82	1	n hf of ne.....	4	80	3		
e hf of sw.....	14	82	1	lot 10.....	6	80	3		311.79
lot 8 of.....	18	82	1	s hf of sw.....	34	81	3		
e hf of ne, sw of ne, and ne of se.....	22	82	1	s hf of sw, and e hf of se.....	36	81	3		240.00
sw of nw, sw qr, and sw of se.....	24	82	1	n hf of ne, s hf of ne, and lots 8 and 9.....	2	80	4		233.95
e hf, ne of nw, sw of nw, and ne of sw.	26	82	1	ne qr, w hf of se, and lot 1	32	81	4		
nw of sw and se of sw.....	34	82	1	e hf of sw.....	36	81	4		379.17
ne of sw and nw of ne.....	36	82	1	n hf of se.....	32	82	4		80.00
s hf of ne, sw of nw and n hf of se.....	34	83	1	nw of se.....	30	81	5		40.00
ne of ne.....	6	81	2	e hf of se.....	28	82	5		80.00
n hf of sw, and s hf of ne.....	8	81	2	se of nw.....	10	82	3		40.00
n hf of sw, e hf of ne and sw of ne.....	10	81	2	se of se.....	24	82	4		40.00
w hf of se, and e hf of sw.....	18	81	2	w hf of se, sw qr, s hf of nw, ne of nw, nw of nw and w hf of ne	4	82	5		

CLINTON COUNTY—CONTINUED.

Parts of Sections.	Acres.	Range	Town.	Per cent.	Parts of Sections.	Acres.	Range	Town.	Per cent.	Acres.
w hf of sw.....		5	82	10	s hf of se, se of nw, and sw.....		5	83	35	280.00
e hf of sw.....		5	82	18	s hf of se, and nw of se.....		5	80	3	120.00
w hf of nw and w hf of sw.....		5	82	22	e hf of nw.....	801.98	5	81	5	
nw of nw and lot 1.....		5	83	28	sw of se.....		5	81	7	
e hf of se, sw of ne and lots 1 and 2.....		5	83	32	nw of sw, sw of nw, ne of sw, and n hf of se.....	305.50	5	81		
ne of ne.....		5	82	6	.....		5	81	9	
nw qr, w hf sw, ne of sw, sw of ne, nw of se and lot 1.....			82	8	n hf of nw, nw of ne, and e hf of ne.....			81	19	
lot unnumbered on Island.....		7	83	8	se of sw, sw of se, and e hf of se.....	459.24	7	81	23	680.65
lot 3.....		7	83	20	se qr, and se of sw.....		7	82	19	
sw of se.....		7	83	30	se of ne, se of se, n hf of sw, e hf of nw, and w hf of ne.....		7	82	21	
sw of nw, and sw.....		7	83	32	ne of nw.....	308.90	7	82	27	
nw of nw, and lot 4.....		4	80	1	se of se.....	90.18	4	82	31	
nw of ne.....		1	81	1	sw of sw.....		1	82	33	640.65
sw of ne, and e hf of se.....		1	81	3	n hf of nw, nw of ne, and lot 1.....		1	80	1	
nw qr, w hf of sw, ne of sw, and lots 1 and 5.....		1	81	11	nw of nw.....		1	80	3	259.26
nw of se.....		1	81	13	sw of se.....		1	81	19	
sw of se.....		1	81	23	s hf of se.....	627.01	1	81	33	
nw of nw, s hf nw, and ne of nw.....		1	82	1	s hf.....		1	81	35	440.00
ne of se, sw of se, and sw.....		5	82	5	nw of ne.....		5	81	31	
ne qr.....		7	82	7	sw of ne, sw of nw, nw of se, ne of sw, and lot 1.....		7	81	33	
n hf of nw, and se of nw.....		9	82	9	s hf of se.....		9	81	35	329.20
nw of nw.....		11	82	11	e hf of sw.....		11	82	33	
n hf of nw, and ne.....		15	82	15	se of nw, and sw of ne.....		15	82	35	160.00
lots 6, 7 and 8.....		17	82	17	se of se.....		17	80	7	
nw qr, nw of ne, se qr, n hf of sw, s hf of ne, and se of sw.....		23	82	23	sw of se.....		23	80	9	
se of ne, w hf of ne, w hf and se qr of se of nw.....		25	82	25	sw of sw.....		25	80	12	
nw of ne, and se of ne.....		26	82	26	lot 1.....		26	80	18	148.86
w hf of sw, and lots 6 and 7.....		27	82	27	e hf of ne, nw of ne, and w hf of se.....		27	81	17	200.00
e hf of nw.....		35	82	35	nw of nw, e hf of nw.....		35	81	17	
		36	82	36	e hf and ne of sw.....	2652.44	36	82	9	

w hf.	15	82	5	w hf of nw and w hf of sw.	29	83	7	241.15
e hf of ne and e hf of se	21	82	5	e hf of sw.	9	8	7	80.00
w hf of nw	27	82	5	s hf of se.	11	80	5	
n hf of se.	33	82	5	ne of ne.	12	80	5	
n hf of ne, e hf of nw, lots 1, 2 and 3.	29	83	5	lot 5.	13	80	5	
sw q, se of nw, and lots 1 and 2.	33	83	5	w hf of nw, ne of nw, and lot 1.	14	80	5	
s hf of nw, ne of nw, nw of nw, sw qr, w hf of se, and lots 1, 2, 3, and 4.	5	82	5	ne qr, e hf of nw, and nw of nw.	15	80	5	
w hf of nw.	17	83	5	w hf of ne, ne of ne, ne of nw, and lots 3 and 4.	17	80	5	890.91
lot (unnumbered) in se of.	5	83	7					
lot 4 of.	9	83	7					18243.72

DALLAS COUNTY.

ne of ne, sw of nw, and w hf of sw.	2	79	26	s hf of nw and se qr.	24	79	27	
s hf of ne.	6	79	26	nw of sw.	36	79	27	400.00
e hf of se, and e hf of nw.	14	79	26	nw of se and se of ne.	5	80	27	
sw of sw, and se of se.	18	79	26	se of ne.	20	80	27	
e hf of nw.	30	79	26	se of ne.	34	80	27	160.00
se of nw, s hf of ne and se.	4	80	26	nw qr, w hf of ne, se of ne, n hf of se and se of se.	8	81	27	
e hf ne.	14	80	26	sw of sw.	10	81	27	
e hf of ne, and ne of se.	18	80	26	se of se.	14	81	27	
se of ne and ne of se.	20	80	26	sw qr, sw of ne and se of se.	24	81	27	
ne of nw.	22	80	26	ne of ne.	26	81	27	760.00
e hf of nw, nw of nw, ne qr, n hf of se.	29	80	26	s hf of ne, ne of ne, nw of nw and se of nw.	26	80	28	200.00
sw of se.	26	80	26	ne of nw and nw of ne.	14	81	28	
ne of ne, e hf of nw, sw of nw, w hf of sw and se of se.	28	80	26	se of se.	36	81	28	120.00
ne of nw and ne of sw.	30	80	26	n hf ne and ne of nw.	24	79	29	120.00
ne of nw and nw of ne.	32	80	26	ne of se and sw of se.	4	80	29	
nw of nw, nw of ne and sw.	36	80	26	ne of nw and w hf of nw.	10	80	29	
nw of ne and s hf of ne.	28	81	26	nw of nw.	12	80	29	240.00
ne of nw, w hf of nw, ne qr and n hf of se.	30	81	26	sw of sw.	32	81	29	
e hf of se, nw of se, ne qr and e hf of nw.	32	81	26	sw of se.	33	81	29	
e hf of se.	34	81	26	ne of sw, w hf of sw and se of sw.	34	81	29	240.00
sw of nw and sw of sw.	12	79	27	nw of nw.	32	80	27	40.00
ne of ne.	14	79	27	ne of ne.	7	81	27	

DALLAS, COUNTY.—CONTINUED.

Parts of Sections.	Range	Town	Acres.	Parts of Sections.	Range	Town	Acres.
sw of nw, nw of sw, sw of sw, and ne of ne	9	81	27	sw of sw, se of sw and sw of se	11	81	28
nw of nw	15	81	27	Total			120.00
			240.00				6005.98

DECATUR COUNTY.

ne qr and se qr	10	67	24	e hf of lot 1, and w hf of lot 2	25	67	25	1126.65
ne qr, ne of se, and sw of se	15	67	24	ne of sw, ne of se, and nw of se	19	68	25	
se	21	67	24	n hf of sw	20	68	25	
e hf of nw	22	67	24	n hf of ne	29	68	25	
w hf	27	67	24	w hf of nw, w hf of sw, se of sw, sw of				
e hf	28	67	24	se, and e hf of se	33	68	25	
nw of nw	1	68	24	sw of sw	34	68	25	640.00
sw of sw, and sw of nw	27	68	24	s hf of ne, nw qr, e hf of sw, and se qr	1	67	26	
n hf of ne, ne of nw, and se of se	28	68	24	w hf of ne, ne of ne, e hf of sw, w hf of				
sw of se	6	69	24	se, and se of se	12	67	26	
nw of se	7	69	24	w hf of ne, se of ne, w hf of nw, ne of nw,				
sw of nw, ne of se, and sw of se	17	69	24	se qr, and sw qr	13	67	26	
ne of ne	19	69	24	ne qr, nw qr, s hf of sw, and se qr	24	67	26	
s hf of nw, and sw of ne	20	69	24	e hf of lot 1, and w hf of lot 2	25	67	26	2042.22
sw of sw	36	69	24	w hf of nw	5	68	26	
nw of nw and se of nw	3	67	25	-e of ne, se qr, e hf of sw, nw of sw, and				
ne of ne	4	67	25	sw of sw	7	64	26	
w hf of nw	6	67	25	se of ne, s hf of nw, nw of se	8	64	26	
se of nw	10	67	25	s hf of ne	17	64	26	
s hf of nw, and ne of sw	11	67	25	nw of ne	18	68	26	
se	13	67	25	se of ne, and ne of se	20	68	26	
e hf of ne, nw of ne, and ne of se	14	67	25	se of ne, nw of nw, e hf of se, and w hf of sw	21	68	26	
nw of sw, and sw of sw	18	67	25	se	22	68	26	
n hf of ne, sw of ne, se of se, and w hf of	24	67	25	sw qr and sw of se	23	68	26	
se				sw of nw, ne of sw, and w hf of sw	25	68	26	

e hf of ne, nw of ne, nw qr, nw of sw, and e hf of se.	26	68	26	sw of se.	29	69	26
ne qr, nw qr, and n hf of se.	27	68	26	sw of sw.	30	69	26
ne of ne.	28	68	26	e hf of se.	32	69	26
se of ne.	35	68	26	w hf of sw.	33	69	26
ne of se, and e hf of sw.	36	68	26	e hf of ne, and ne of nw.	1	69	27
w hf of ne, nw of nw, se of nw, and e hf of sw.	6	69	26	se qr.	6	70	27
nw of nw, and nw of ne.	8	69	26	se of sw.	10	70	27
w hf of nw, and sw of sw.	17	69	26	s hf of sw, and se of se.	36	70	27
se of ne, and s hf of se.	19	69	26	ne of se, and s hf of se.	8	67	24
nw of nw.	20	69	26	e hf of ne.	19	69	26
se of sw.	28	69	26				
							12351.73

DELAWARE COUNTY.

se of se.	10	88	3	ne of se, and sw of ne.	7	87	5	120.00
ne of nw.	2	87	4	sw of ne	18	87	6	40.00
sw of nw	32	90	6					
ne of nw, and se of nw.	33	88	3					
se of se.	4	87	5					259 33

DES MOINES COUNTY.

the unnumbered lot in nw.	6	70	1	sw qr.	4	72	1
w hf of se, and ne of se.	4	71	1	e lf of se, ne qr, and nw qr.	5	72	1
w hf of nw, w hf of sw, e hf of se and sw of se.	6	71	1	n hf of ne and u hf of nw	6	72	1
n hf of nw, sw of nw, se of sw, nw of sw, and e hf of se.	8	71	1	ne of sw, n hf of se, and se of se.	7	72	1
e hf of nw and sw qr.	10	71	1	se of nw, nw of ne, and w hf of sw	8	72	1
nw of ne.	18	71	1	n hf of nw, and lot 1.	9	72	1
se of nw, ne of sw, and ne qr.	20	71	1	lots 3 and 9.	10	72	1
lots 1 and 2.	22	71	1	lots 3, 6, 7, 11, and 12.	15	72	1
lot 3.	3	72	1	sw of ne, nw qr, and sw qr.	17	72	1
lots 1 and 2, and nw qr, w lf of se, and				ne qr.	18	72	1
				n hf, n hf of se, and sw.	20	72	1
				lot 1 on Island.	22	72	1

DES MOINES COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
lots 2, 3, 4, 5, and 6.....	22	72	1		s hf of se, e hf of sw, and nw	24	71	2	
all.....	26	72	1		e hf.....	36	71	2	880.00
lots 3, 4, and 5.....	27	72	1		e hf of se	1	72	2	
w hf of sw and w hf nw.....	28	72	1		e hf of se.....	24	72	2	160.00
e hf of nw, ne qr, se qr, and sw qr.....	30	72	1		lot 3.....	32	69	2	53.55
se qr.....	32	72	1	4031.45	nw qr, e hf of ne, and se of se.....	6	68	2	
e hf of ne, sw of ne, e hf of sw, and sw					lot 1	8	68	2	320.00
of sw.	10	70	2		se of se.....	31	69	2	40.00
lot 1 and ne of ne	11	70	2		ne of sw	15	70	2	40.00
all (west of river).....	12	70	2		lots 1, 2 and 3.....	28	71	1	99.12
lot 3 and nw qr	15	70	2	585.21					
se qr and e hf of sw.....	12	71	2						7531.90

DICKINSON COUNTY.

nw of nw.....	1	99	36		ne of ne, nw of ne, ne of nw, se of nw, and				
sw of nw.....	5	99	36		sw of se.....	34	99	36	
lots 2, 3, and 4	6	99	36		ne of nw, sw of se, and se of sw.....	35	99	36	
ne of ne, nw of ne, se of ne, nw of sw, and					ne of ne.....	36	99	36	1733.60
sw of sw.....	13	99	36		e hf of nw, w hf of nw, and sw of se.....	7	100	36	
ne of ne.....	17	99	36		sw of se.....	12	100	36	
sw of se, and sw of sw.....	22	99	36		se of se, and se of sw.....	19	100	36	
lots 6 and 7, and ne of se.....	23	99	36		lot 2, sw of ne, and ne of sw.....	23	100	36	
ne of ne, nw of ne, se of ne, nw of sw, and					ne of se, and se of se.....	25	100	36	
sw of sw.....	24	99	36		sw of ne, se of sw, and sw of sw.....	26	100	36	
nw of se, and sw of se.	25	99	36		w hf of sw.....	30	100	36	
nw of ne, se of se, and se of sw.....	26	99	36		lot 1.....	31	100	36	
ne of ne, nw of nw, and se of sw.....	27	99	36		nw of nw, and sw of nw.....	35	100	36	
sw of ne.....	28	99	36		nw of ne.....	36	100	36	800.44
sw of se.....	31	99	36						
nw of ne, and nw of se	33	99	36		Total.....				2534.04

DUBUQUE COUNTY.

lot 9.....	14	88	E	3	24 10	lot 1.....	8	89	E	3	7.60
											31.70

FAYETTE COUNTY.

e hf of nw.....	2	93	9	....	95.20	nw of nw, sw of nw, ne of sw, se of sw, and sw of se.....	17	91	8	....	200.00
											295.20

FREMONT COUNTY.

ne of se.....	8	68	40	....	120.00	e hf and nw qr.....	32	69	40		
w hf of sw.....	9	68	40			n hf, sw qr, w hf of se, and ne of se.....	33	69	40		
n hf of nw and sw of nw.....	4	69	40			n hf, n hf of sw, and n hf of se.....	34	69	40		
se of se.....	6	69	40			w hf of ne and nw.....	35	69	40	....	8059.18
n hf of nw and nw of ne.....	8	69	40			e hf, sw of nw, and sw qr.....	12	70	40		
n hf of ne, se of nw, and s hf.....	12	69	40			nw of nw.....	24	70	40		
all.....	13	69	40			w hf of ne, nw qr, n hf of sw, and sw of sw.....	26	70	40		
e hf of ne and e hf of se.....	14	69	40			n hf of ne, sw of ne, nw qr, and nw of sw.....	34	70	40	....	1240.00
s hf of ne, sw of sw, e hf of sw, and se qr.....	22	69	40			e hf, n hf of nw, se of nw, and e hf of sw.....	7	68	41		
ne qr, s hf of nw, and s hf.....	23	69	40			n bf, sw qr, and nw of se.....	8	68	41		
all.....	24	69	40			s hf of se.....	9	68	41		
w hf of ne, nw qr, and n hf of sw.....	25	69	40			se of ne and s hf.....	10	68	41		
n hf of ne, nw qr, w hf of sw, ne of sw, and s hf of se.....	26	69	40			n hf, n hf of sw, and sw of sw.....	11	68	41		
all.....	27	69	40			n hf of nw and s hf of se.....	12	68	41		
s hf of ne, s hf of nw, and s hf.....	28	69	40			n hf, n hf of sw, sw of sw, and nw of se.....	13	68	41		
se of ne, s hf of nw, and s hf.....	29	69	40			all.....	14	67	41		
s hf of ne, se qr, and w hf of sw.....	30	69	40			all.....	15	68	41		
ne of ne, w hf of ne, w hf, and w hf of se.....	31	69	40			w hf and sw of se.....	17	68	41		

FREMONT COUNTY—CONTINUED.

Parts of Sections.	Sec. Twp.	Range.	Acres.	Parts of Sections.	Sec. Twp.	Range.	Acres.
n hf of ne, ne of nw, w hf of nw, w hf of sw, se of sw, ne of se, and s hf of nw of ne, se of ne, w hf, ne of se, and s hf of se.....	18	68 41		w hf, and w hf of se.....	33	69 41	
ne qr and w hf.....	19	68 41		all of.....	36	69 41	7060.34
n hf, n hf of sw, se of sw, and n hf of se. . .	20	68 41		all of.....	4	70 41	
e hf, nw qr, and n hf of of sw.....	21	68 41		ne of ne and e hf of se.....	6	70 41	
w hf of ne, nw qr, and nw of sw.....	22	68 41		all.....	8	70 41	
w hf of nw, w hf of sw, and se of sw.....	23	68 41		sw of ne, w hf of nw, se of nw, sw qr, and w hf of se.....	10	70 41	
all of.....	29	68 41		se of ne and ne of se.....	18	70 41	
n hf, ne of sw, nw of se, and se of se.....	30	68 41		all of.....	20	70 41	
nw qr.....	31	68 41		sw of sw.....	22	70 41	
ne qr, n hf of nw, and nw of sw.....	32	68 41	8101 64	ne qr and nw of se.....	28	70 41	
e hf.....	4	69 41		e hf and ne of sw.....	30	70 41	
n hf, sw qr, w hf of se, and ne of se.....	6	69 41		sw of se, e hf of se, and w hf.....	32	70 41	3543.84
s hf of ne, s hf of nw, sw qr, and n hf of se	8	69 41		lots 3, 4, 5, 6, 9, and 11.....	1	67 42	
n hf and ne of sw.....	10	69 41		lots 1, 3, 5, 6, 7, 11, and 12.....	2	67 42	
nw of nw.....	12	69 41		w hf of ne and w hf.....	6	67 42	
w hf of ne, se of ne, w hf, and se qr.	15	69 41		all of.....	7	67 42	
e hf, se of nw, and ne of sw.....	17	69 41		sw qr and sw of se.....	8	67 42	
ne qr, e hf of nw, w hf of se, and ne of se	18	69 41		lots 1, 8, 9, 10, 11, and 12.....	11	67 42	
n hf, e hf of sw, and se qr.....	19	69 41		sw of sw.....	12	67 42	
w hf.....	20	69 41		lot 1.....	13	67 42	
s hf of sw.....	21	69 41		lots 2, 3, 4, 5, 6, 7, 8, 9 10, and e hf of nw..	14	67 42	
nw of ne, e hf of nw, nw of nw, and e hf of sw.....	25	69 41		se of se.....	15	67 42	
sw.....	28	69 41		all of.....	17	67 42	
n hf of ne, ne of nw, sw of nw, nw of sw and e hf of sw.....	29	69 41		all.....	18	67 42	
ne qr, se of nw, e hf of sw, n hf of se, and sw of se.....	30	69 41		all.....	19	67 42	
ne qr and e hf of se.....	31	69 41		se of ne, se of nw, w hf of nw, sw qr, and w hf of se.....	20	67 42	
e hf, nw qr, and e hf of sw.....	32	69 41		lots 8, 9, and 10.....	21	67 42	
				lot 1.....	22	67 42	
				lots 8, 4, 5, w hf of nw, and sw qr.....	26	67 42	
					27	67 42	

all.....	28	67 42	all.....	8	68 43
all.....	29	67 42	all.....	9	68 43
all.....	30	67 42	all.....	10	68 43
all.....	31	67 42	all.....	11	68 43
all.....	32	67 42	all.....	12	68 43
all.....	33	67 42	all.....	13	68 43
lots 1 and 2	34	67 42	all.....	14	68 43
lot 1	35	67 42	all.....	15	68 43
nw qr (east of river)	36	67 42	all.....	17	68 43
w hf of nw	17	68 43	all.....	18	68 43
all.....	18	68 42	e qr, and e hf of se	19	68 43
n hf, sw qr, and n hf of se	19	68 42	all.....	20	68 43
se of ne, se of sw, and se qr	24	68 42	all.....	21	68 43
ne qr, e hf of nw, e hf of se, and sw of se	25	68 42	all.....	22	68 43
nw qr, sw of sw, and n hf of sw	30	68 42	all.....	23	68 43
sw	31	68 42	all.....	24	68 43
e hf of ne, sw of n, se of nw, ne of sw, sw	36	68 42	all.....	25	68 43
of sw, and se qr	31	69 42	all.....	6	68 43
nw of sw	1	67 43	all.....	27	68 43
all.....	2	67 43	n hf, nw of sw, e hf of sw, and se	28	68 43
all.....	3	67 43	e hf of ne, nw of ne, and ne of se	29	68 43
ne qr and s hf	10	67 43	n hf, e hf of sw, and se qr	30	68 43
all.....	11	67 43	all.....	34	68 43
all.....	12	67 43	all.....	35	68 43
all.....	13	67 43	s hf	36	68 43
all.....	14	67 43	all.....	3	69 43
lots 1, 2, and 3, and se of sw	15	67 43	all.....	4	69 43
all.....	21	67 43	all.....	6	69 43
all.....	22	67 43	all.....	7	69 43
all.....	23	67 43	all.....	8	69 43
all.....	24	67 43	all.....	9	69 43
all.....	25	66 43	w hf of ne, nw qr, w hf of sw, se of sw, and	10	69 43
all.....	26	67 43	s hf of se	11	69 43
ne qr, e hf of nw, and ne of se	27	67 43	w hf of ne, se of ne, w hf, and se qr	14	69 43
all.....	35	67 43	all.....	15	69 43
all.....	36	67 43	all.....	17	69 43
all.....	7	68 43	all.....	18	69 43

FREMONT COUNTY—CONTINUED.

Parts of Sections.	Section	Town	Range	Acres.	Parts of Sections.	Section	Town	Range	Acres.
all.....	19	69	43		e hf, e hf of sw, and lots 3 and 4.....	30	70	43	
all.....	20	69	43		all.....	32	70	43	
all.....	21	69	43		n hf of ne and w hf.....	34	70	43	5353.44
all.....	22	66	43		lots 2 and 3, and ne.....	10	68	44	
ne qr, w hf, w hf of se, and ne of se.....	23	69	43		nw qr, and lots 1, 2, and 3.....	11	68	44	
w hf of nw.....	24	69	43		ne qr, e hf of nw and se of sw.....	12	68	44	
w hf of se, and w hf.....	25	69	43		lots 2, 3, and 4, and ne of ne.....	13	68	44	867.89
all.....	26	69	43		all.....	13	69	44	
all.....	27	69	43		all.....	23	69	44	
all.....	28	69	43		lots 1 and 2 and se qr.....	24	69	44	
e hf and sw qr.....	29	69	43		nw qr and se qr.....	25	69	44	
e hf of ne, w hf of nw, and sw qr.....	30	69	43		e hf of ne and lots 1 and 2.....	26	69	44	
all.....	31	69	43		e hf of ne, nw of se, and e hf se.....	35	69	44	
all.....	32	69	43		e hf of ne, nw of ne, w hf and e hf of se.....	36	69	44	1546.82
all.....	33	69	43		ne of ne, and lot 4.....	33	68	43	73.90
all.....	34	69	43		e hf of ne, and w hf of nw.....	3	69	43	
all.....	35	69	43	16071.82	ne of nw, sw of nw, w hf of sw and nw of nw	5	69	43	345.00
all.....	36	69	43		sw of ne and se.....	3	70	43	
lots 4 and 5, and sw of sw.....	2	70	43		se of se.....	8	70	43	
e hf, se of nw, ne of sw and s hf of sw.....	4	70	43		n hf of ne, and n hf of nw.....	15	70	43	
lot 2 e hf of ne, and sw.....	8	70	43		w hf of ne and sw.....	21	70	43	
all.....	10	70	43		e hf of nw and e hf of sw.....	29	70	43	800.00
nw.....	14	70	43		nw of sw.....	12	69	41	40.00
w hf of se, ne of se, and lots 1, 2, and 3. . .	18	70	43		lots 1 and 2.....	3	70	43	
all.....	20	70	43		e hf of ne.....	17	70	43	
ne of ne, w hf of ne, w hf and se of se . . .	22	70	43		w hf of ne.....	31	70	43	263.37
sw of sw.....	26	70	43						
all.....	28	70	43						88025.51

GREENE COUNTY.

ne of sw.....	10	83 29	ne of ne.....	26	85 31	
n hf and e hf of sw.....	13	83 29	w hf of nw.....	30	85 31	
ne qr, e hf of sw, sw of sw.....	14	83 29	n hf of nw, and sw of sw.....	36	85 31	729.88
s hf of se and sw.....	15	83 29	se of ne.....	5	82 32	
w hf of nw.....	24	83 29	se of ne, n hf of ne, and e hf of se.....	6	82 32	
sw of sw.....	26	83 29	se of ne.....	7	82 32	
w hf of sw.....	35	83 29	sw of sw and w hf of nw.....	35	82 32	414.80
nw of sw.....	5	85 29	sw of sw.....	17	83 32	
ne of se.....	6	85 29	w hf of nw and sw of sw.....	20	83 32	
nw of nw.....	14	85 29	se of se.....	24	83 32	
se of sw.....	21	85 29	e hf of ne, sw of ne, se of nw, sw of sw, and ne of sw.....	30	83 32	
se of ne.....	32	83 30	nw of sw.....	33	83 32	483.28
nw of nw and ne of nw.....	33	83 30	ne of nw.....	13	84 32	40.00
w hf of sw.....	3	84 30	w hf of ne and nw qr.....	3	83 29	
n hf of ne.....	4	84 30	nw of nw.....	28	83 29	199.84
sw of sw and sw of se.....	7	84 30	n hf of nw.....	4	84 29	
nw of nw.....	10	84 30	se of nw and sw of ne.....	24	84 29	182.79
ne of se and sw.....	21	85 30	nw of sw.....	13	85 29	40.00
w hf of nw and ne of nw.....	28	85 30	nw qr.....	6	83 30	118.86
se of ne.....	29	85 30	lots 1 and 2 and nw of nw.....	6	84 30	169.81
n hf of se qr.....	3	82 31	n hf of ne.....	1	85 30	
w hf of sw qr.....	11	82 31	se of nw and nw of nw.....	5	85 30	
e hf of se qr.....	22	82 31	s hf of nw and nw of se.....	7	85 30	
sw qr, n hf of se, sw of se, and se of ne.....	23	82 31	w hf of nw.....	19	85 30	
w hf of nw and ne of nw.....	24	82 31	s hf of se.....	33	85 30	
se of sw and ne of ne.....	25	82 31	ne of nw.....	36	85 30	476.26
ne of ne, s hf of sw, and nw of se.....	27	82 31	sw of sw.....	7	84 31	
nw of nw.....	27	83 31	sw of ne.....	12	84 31	
se of se.....	30	83 31	nw of sw.....	18	84 31	97.76
w hf of nw.....	18	84 31	ne of ne.....	7	85 31	
se of se.....	26	84 31	nw of nw.....	9	85 31	
ne of ne.....	5	85 31	se of se and se of ne.....	13	85 31	
s hf of ne, s hf of sw, and nw of se.....	7	85 31	se of se.....	24	85 31	
n hf of nw.....	18	85 31	se of nw, se of se, ne of se, se of ne, ne of ne and sw of ne.....	25	85 31	
s hf of sw.....	19	85 31				
nw of sw, se of sw, and sw of nw.....	25	85 31				

GREENE COUNTY—CONTINUED.

Parts of Sections.	Sec. No.	Town, Range.	Acres.	Parts of Sections.	Sec. No.	Town, Range.	Acres.
se of sw, sw of nw, and nw of sw	36	85 31	....	n hf of nw and s hf of nw	33	83 32	....
sw of sw	3	82 32	....	se of ne	8	84 32	....
sw of ne	6	82 32	....	ne of ne	11	84 32	....
nw of sw.	20	83 32	....				7058 85
nw of sw	30	83 32	....			

GUTHRIE.

se of ne and sw of ne	34	81 30	....	nw of sw and sw of sw	24	81 31	....
lot 14.	2	78 31	....	w hf of sw	26	81 31	....
sw of sw.	2	81 31	....				240.00
sw of sw.	11	81 31	....				360 00

HAMILTON COUNTY.

ne of ne and se of se	2	87 23	....	e hf of se, sw of se, and se of sw	8	88 23	....
nw of nw and sw of sw	4	87 23	....	s hf of sw and sw of se.	10	88 23	....
ne of se.	6	87 23	....	nw of nw	12	88 23	....
sw of nw, w hf of sw, and ne of se	8	87 23	....	e hf of ne and lot 2	14	88 23	....
se of se and s hf of sw.	10	87 23	....	se of ne	18	88 23	....
sw of sw.	12	87 23	....	se of sw and lot 8.	22	88 23	....
ne of ne, s hf of se, e hf of nw, sw of nw,	14	87 23	....	lot 2.	24	88 23	....
s hf of sw, and nw of sw	24	87 23	....	lot 1, nw of nw and se of se.	26	88 23	....
w hf of sw, nw of ne, and ne of nw.	26	87 23	....	ne of ne	28	88 23	....
nw of nw	32	87 23	....	sw of sw and sw of nw.	36	88 23	....
sw of se and se of sw.	2	88 23	....	e hf of se, sw of se, w hf of nw, and w hf			1128.81
se of se, se of ne, sw of nw, and nw of	4	88 23	....	of sw			
sw	6	88 23	....	nw of nw.	10	89 23	....
ne of ne	4	88 23	....	sw of nw.	14	89 23	....
n hf of nw	6	88 23	....	nw of sw and sw of nw.	24	89 23	....

e hf of sw, and se of sw	24	89 23		nw of ne	22	86 26	
e hf of ne	30	89 23		sw qr, s hf of nw			
s hf of se	32	89 23		ne of nw, w hf of se			
e hf of se, and nw of nw	34	89 23	829.82	ne of se, s hf of ne, and nw of ne	24	86 26	
nw of ne	4	86 24	...	nw qr, ne qr, w hf of se, and e hf of sw	26	86 26	1800.00
nw of nw, ne of nw, and nw of ne	6	86 24		n hf of ne	36	86 26	...
sw of sw	7	86 24		s hf of se	34	87 26	80.00
sw of sw	9	86 24		sw of nw	6	88 26	
sw of sw, and se of sw	18	86 24		ne of se	8	88 26	
nw of sw, and ne of nw	20	86 24		sw of se	18	88 26	
se of se	22	86 24		ne of ne	24	88 26	184 26
ne of sw	26	86 24	473.64	ne of ne, and ne of nw	28	89 26	80.00
nw of ne, and ne of nw	4	87 24	...	sw of nw, and s hf of sw	1	87 23	
ne of ne	30	87 24		sw of nw, and se of se	5	87 23	
e hf ne, se of se, sw of se, n hf of se, se of				s hf of se, and nw of sw	9	87 23	
sw, nw of sw, s hf of nw	32	87 24	531.63	s hf of sw, and nw of sw	11	87 23	
se of se	2	88 24	...	nw of nw	13	87 23	
w hf of sw	4	88 24		e hf of nw, and se of se	15	87 23	
ne of se	28	88 24	160.00	nw of nw	17	87 23	
ne of nw, nw of nw, sw of nw, and ne of				n hf of se, and se of se	23	87 23	
ne	6	86 25	156.16	ne of se	27	87 23	800 00
e hf se	2	87 25	...	se of se	7	88 23	
sw of nw, ne of sw, s hf of se, and nw of				nw of nw, n hf of ne, nw of sw, and se of	9	88 23	
se	10	87 25		se			
sw of nw, sw qr, nw of se, and lot 2	12	87 25		n hf of sw, sw of sw, s hf of se, nw of nw,	11	88 23	
se qr	14	87 25		se of nw, and ne of ne			
ne of ne	22	87 25		nw of nw, se of se, sw of sw, and ne of	17	88 23	
w hf of nw, ne of nw, sw qr, and w hf of				ne			
se	24	87 25		lots 3 and 4	23	88 23	
n hf of ne	26	87 25		lot 1, and sw of sw	25	88 23	
ne of nw	28	87 25	1191.34	n hf of ne, and se of se	27	88 23	968.31
se of se	28	88 25	...	ne of ne	1	89 23	
n hf of ne, w hf of nw, and s hf of ne	34	88 25	230.00	nw	9	89 23	
sw qr, s hf of nw, and se of se	2	86 26		ne of se, and se of ne	23	89 23	
s hf of se, w hf of sw, se of sw, and sw of				nw of ne, ne of nw, and sw of sw	27	89 23	
nw	4	86 26		nw of se, w hf of nw, and nw of sw	29	89 23	
ne of ne	8	86 26		se of sw, and sw of se	31	89 23	
w hf of nw, and sw of sw	10	86 26		nw of se, e hf of nw, and ne of sw	33	89 23	

HAMILTON COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
sw of sw and sw of nw.....	35	89 23	89 23	877.35	n hf of nw.....	7	88 26	88 26	64.48
nw of ne.....	3	86 24	86 24		w hf of se.....	9	89 26	89 26	
ne of nw.....	5	86 24	86 24		ne of nw.....	31	89 26	89 26	120 00
nw of nw.....	17	86 24	86 24	387.41	nw of nw.....	1	87 23	87 23	
ot 4 and se of se.....	19	87 24	87 24	73.80	nw of nw.....	15	87 23	87 23	86 60
ne of ne.....	1	88 24	88 24	45.41	lots 1 and 3, ne of ne and nw of nw.....	15	88 23	88 23	
se of sw.....	35	89 24	89 24	40.00	se of se.....	21	88 23	88 23	
sw of se.....	13	86 25	86 25	40.00	sw of ne.....	27	88 23	88 23	
ne of ne.....	3	87 25	87 25		ne of ne.....	35	88 23	88 23	278 00
s hf of ne and nw of ne.....	9	87 25	87 25		n hf of ne, se of ne, and s hf of se.	9	89 23	89 23	200.00
e hf of sw, sw of sw, and se.....	11	87 25	87 25		ne of ne.....	3	86 24	86 24	
nw of nw, lots 1, 2, 3, 4. and w hf of sw....	13	87 25	87 25		nw of nw.....	19	86 24	86 24	80.06
ne of ne and sw of ne.....	15	87 25	87 25		sw of sw and se of se.....	13	86 25	86 25	80.00
se of sw.....	21	87 25	87 25		ne of ne.....	25	87 25	87 25	40.00
e hf, nw qr, and n hf of sw.....	23	87 25	87 25		n hf of ne.....	3	87 23	87 23	
e hf of nw, se qr, w hf of ne, se of ne and ne of sw.....	25	87 25	87 25		nw of nw and sw of se.....	25	87 23	87 23	173.40
sw of nw.....	31	87 25	87 25	1875.35	se of ne.....	29	88 23	88 23	40.00
se of sw and se qr.....	27	88 25	88 25		nw of sw.....	3	89 23	89 23	40 00
nw of nw and se of nw.....	35	88 25	88 25		se of ne, n hf of se, and sw of sw.....	1	88 24	88 24	160 00
w qr, s hf of se, and nw of se.....	23	86 26	86 26	280.00	sw of sw.....	1	86 25	86 25	40.00
w qr, ne of sw, w hf of se, and ne of se....	25	86 26	86 26	600.00	Total.....				15452.47

HANCOCK COUNTY.

sw of nw and nw of sw.....	17	95 23	95 23	80 00	nw of ne.....	4	95 25	95 25	54.82
se of se.....	1	96 23	96 23	40.00	nw of nw and se of se.....	13	97 25	97 25	
ne of nw.....	33	95 24	95 24	40.00	se of nw.....	35	97 25	97 25	120.00
sw of sw.....	8	96 24	96 24	40.00	Total.				454 82
nw of sw.....	17	97 24	97 24	40.00					
nw of ne.....	12	97 25	97 25	40 00					

HARDIN COUNTY.

se of se.....	23	89 21	....	40.00	w hf of sw.....	14	87 22	....	80.00
nw qr	22	89 22	....	160.00					
ne of ne... ..	34	86 21	....	40.00					320.00

HARRISON COUNTY.

n hf of ne, sw of ne, nw qr ald nw of sw.	6	80 41	....	331.69	e hf.....	14	80 42		
nw of ne and w hf.....	3	81 41			se of sw and se.....	22	80 42		
se of ne and e hf of se.....	4	81 41			ne qr, e hf of nw, sw qr and w hf of se.....	23	80 42		
e hf, e hf of nw and e hf of sw.....	9	81 41			w hf of nw.....	24	80 42		
w hf of nw, se of nw and sw.....	10	81 41			n hf of nw and sw of nw.....	26	80 42		
se of ne, e hf of se and sw of se.....	17	81 41			all.....	27	80 42		
e hf and e hf of sw.....	20	81 41			w hf of ne and w hf of se.....	33	80 42		
all.....	21	81 41			n hf of ne, sw of ne, n hf of nw, and se of				
w hf of nw.....	22	81 41			nw.....	34	80 42	....	3807.29
w hf of nw.....	28	81 41			lots 1, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16 and				
all.....	29	81 41			s hf.....	6	78 43	....	884 93
se of se	30	81 41			nw qr.....	18	78 43	....
e hf and s hf of sw.....	31	81 41			s hf of sw and w hf of se.....	3	79 43		
nw qr and nw of sw.....	32	81 41	....	3868.13	e hf of nw, and e hf of sw.....	10	79 43		
lots 6, 8, 13, 17, and w hf of sw.....	2	78 42			nw qr.....	15	79 43		
w hf of ne, se of sw, and nw of se.....	22	78 42			se of se.....	19	79 43		
w hf of nw and sw of sw.....	34	78 42	....	520.00	s hf.....	20	79 43		
w hf of ne, se of nw, sw qr and w hf of se..	4	79 42			nw of ne, e hf of nw, sw of nw and nw of sw	21	79 43		
s hf of sw and se.....	5	79 42			ne of se and sw of se.....	24	79 43		
nw of ne, se of ne, n hf of nw, sw of nw,					w hf... ..	25	79 43		
sw of se and e hf of se.....	7	79 42			se.....	26	79 43		
all.....	8	79 42			ne of ne, nw of nw, s hf of nw ald w hf of sw	30	79 43		
sw of ne, nw qr and nw of sw.....	9	79 42			w hf.....	31	79 43		
ne qr, e hf of nw and e hf of sw.....	18	79 42	....	2123.18	e hf and se of nw.....	35	79 43		
all.....	1	80 42			nw qr, and ne of sw.....	36	79 43		
ne of ne, sw of ne and e hf of sw.....	6	80 42			e hf of se.....	11	80 43	....	2402.22
ne of nw and sw of nw.....	7	80 42			n hf of sw.....	12	80 43		
nw of ne, e hf of nw, sw of nw, w hf of sw					ne of ne, w hf of ne, se of sw and w hf of se.	14	80 43		
se of sw and s hf of se.....	12	80 42			nw qr and w hf of sw	23	80 43		
w hf.....	13	80 42			sw of nw.....	26	80 43		

HARRISON COUNTY.—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
e hf of ne	27	80 43			all	7	79 44		
w hf of ne, se of nw, se of sw, and nw of se.	34	80 43		960.00	all	8	79 44		
se of se	1	78 44			all	9	79 44		
lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,	4	78 44			all	10	79 44		
15, 16, 17, 18, sw qr, n hf of se, and sw of se	5	78 44			w hf of nw, se of nw, and sw qr	11	79 44		
all	6	78 44			w hf of ne, nw qr, and s hf	14	79 44		
all	7	78 44			all	15	79 44		
all	8	78 44			all	17	79 44		
all	9	78 44			all	18	79 44		
w hf of ne, nw qr, and s hf	12	78 44			all	19	79 44		
se of nw, sw of sw, e hf of sw, and e hf . .	14	78 44			all	20	79 44		
ne qr, se of nw, and s hf	15	78 44			all	21	79 44		
w hf of sw, se of sw, and se	17	78 44			all	22	79 44		
all	18	78 44			all	23	79 44		
all	19	78 44			w hf of nw, nw of sw, s hf of sw, and s	24	79 44		
all	20	78 44			hf of se	25	79 44		
all	21	78 44			all	26	79 44		
all	22	78 44			all	27	79 44		
all	24	78 44			all	28	79 44		
nw of ne and n hf of nw	26	78 44			all	29	79 44		
n hf of nw	28	78 44			all	30	79 44		
all	29	78 44			all	31	79 44		
all	30	78 44			all	32	79 44		
all	31	78 44			all	33	79 44		
all	32	78 44			all	34	79 44		
w hf of nw and sw	34	78 44		18715 13	all	35	79 44		
sw of sw	2	79 44			all	36	79 44		19017.57
all	3	79 44			sw qr	4	80 44		
all	4	79 44			ne of ne, s hf of ne, se of nw, sw qr, nw of	5	80 44		
all	5	79 44			se, and e hf of se	6	80 44		
all	6	79 44			sw of ne, nw of nw, s hf of nw, and s hf . .				

all.....	7	80	44	all.....	7	78	45
all.....	8	80	44	all.....	8	78	45
w hf of nw and w hf of sw.....	9	80	44	all.....	9	78	45
all.....	17	80	44	all.....	10	78	45
all.....	18	80	44	all.....	11	78	45
all.....	19	80	44	all.....	12	78	45
all.....	20	80	44	all.....	13	78	45
w hf and w hf of se.....	21	80	44	all.....	14	78	45
sw of ne, ne of nw, and sw qr.....	27	80	44	all.....	15	78	45
w hf of ne, se of ne, nw qr and s hf.....	28	80	44	ne qr, ne of nw, and lots 1, 2, 3, 4, 5, 6, and	17	78	45
all.....	29	80	44	7, sw of sw, and ne of se.....	18	78	45
all.....	30	80	44	w hf of ne, and lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,	19	78	45
all.....	31	80	44	11, 12.....	20	78	45
all.....	32	80	44	all.....	21	78	45
all.....	33	80	44	all.....	22	78	45
w hf of ne, w hf, and w hf of se.....	34	80	44	all.....	23	78	45
sw of se.....	36	80	44	all.....	24	78	45
se of ne and e hf of se.....	2	81	44	all.....	25	78	45
all.....	6	..	..	all.....	26	78	45
nw qr and nw of sw.....	12	..	..	all.....	27	78	45
ne qr, sw of nw, nw of sw, and w hf of se.....	14	81	44	sw of sw and lots 1, 2, 3, and 4.....	28	78	45
w hf and nw of se.....	18	81	44	n hf of ne and lots 1, 2, 5, and 6.....	33	78	45
se of se.....	21	81	44	all.....	34	78	45
se of ne, sw of sw, e hf of sw, and nw of se.....	22	81	44	all.....	35	78	45
nw of ne, s hf of ne, nw qr, sw qr, and n hf	27	81	44	all.....	36	78	45
of se.....	28	81	44	all.....	1	79	45
e hf of ne and e hf of se.....	30	81	44	all.....	2	79	45
w hf and w hf of ne.....	31	81	44	all.....	3	79	45
w hf of nw and w hf of sw.....	33	81	44	all.....	4	79	45
ne qr, sw of sw, e hf of sw, n hf of se, and	34	81	44	all.....	5	79	45
se of se.....	1	78	45	all.....	6	79	45
e hf of ne, sw of ne, w hf, and w hf of se.....	2	78	45	all.....	7	79	45
all.....	3	78	45	all.....	8	79	45
all.....	4	78	45	all.....	9	79	45
all.....	5	78	45	all.....	10	79	45
all.....	6	78	45	all.....	11	79	45

.... 10733.77

.... 4066.81

.... 18816.01

HARRISON COUNTY—CONTINUED.

Parts of Sections.		Sec.	Town.	Range.	Acres.	Parts of Sections.		Sec.	Town.	Range.	Acres.
all	.....	12	79	45		all	.....	23	80	45	
ne qr, e hf of nw, nw of nw and s hf.	.....	13	79	45		all	.....	24	80	45	
n hf and sw qr.	.....	14	79	45		all	.....	25	80	45	
all	.....	15	79	45		all	.....	26	80	45	
all	.....	17	79	45		all	.....	27	80	45	
all	.....	18	79	45		all	.....	28	80	45	
all	.....	19	79	45		all	.....	33	80	45	
all	.....	20	79	45		all	.....	34	80	45	
all	.....	21	79	45		all	.....	35	80	45	
n hf, n hf of sw, and sw of sw.	.....	22	79	45		all	.....	36	80	45	12041.52
e hf, nw qr, and e hf of sw.	.....	23	79	45		all	.....	2	81	45	
all	.....	24	79	45		all	.....	4	81	45	
all	.....	25	79	45		all	.....	6	81	45	
e hf of ne, nw qr, and s hf.	.....	26	79	45		all	.....	8	81	45	
e hf, w hf of nw, and e hf of sw.	.....	27	79	45		all	.....	10	81	45	
n hf and sw qr.	.....	28	79	45		all	.....	12	81	45	
all	.....	29	79	45		all	.....	14	81	45	
all	.....	34	79	45		all	.....	22	81	45	
all	.....	35	79	45		s hf.	.....	23	81	45	
all	.....	36	79	45	16378.91	nw of ne and w hf.	.....	24	81	45	
all	.....	1	80	45		w hf and sw of se.	.....	25	81	45	
all	.....	2	80	45		sw of nw and s hf.	.....	26	81	45	
all	.....	3	80	45		all	.....	27	81	45	
all	.....	4	80	45		all	.....	33	81	45	
all	.....	9	80	45		all	.....	34	81	45	
e hf, nw qr, and se of sw.	.....	10	80	45		all	.....	35	81	45	
all	.....	11	80	45		nw of ne and w hf.	.....	36	81	45	
all	.....	12	80	45		n hf	.....	13	78	44	7094.87
all	.....	13	80	45		nw qr, n hf of ne, sw of ne, nw of se, and n	.....			
all	.....	14	80	45		hf of sw	.....	23	78	44	
all	.....	15	80	45		n hf, n hf of se and sw qr.	.....	1	81	44	720.00
all	.....	22	80	45		n hf of nw, sw of nw, and nw of sw.	.....	5	81	44	

n hf, n hf of se, sw of se, and sw qr.	7	81	44	all.	9	81	45
e hf, e hf of sw.	1	81	44	all.	11	81	45
nw of nw.	19	81	44	1779.96	13	81	45
all.	1	81	45	....	15	81	45
all.	3	81	45	....	4476.32		
all.	5	81	45	Total	116661.75		

HOWARD COUNTY.

n hf of ne.	5	97	11	....	55.23	nw of sw and e hf of sw.	4	99	13
ne of ne.	19	98	11			nw of ne, se of ne, sw of sw, ne of sw, and se of se.	5	99	13
sw of sw and ne of se.	28	98	11			ne of ne.	7	99	13
sw of ne, and e hf of ne.	32	98	11			nc of nw.	18	99	13
ne of se and w hf of se.	33	98	11			sw of nw.	27	99	13
s hf of sw, ne qr, ne of se and w hf of se.	34	98	11			ne of se.	28	99	13
n hf of sw and se of ne.	35	98	11	....	840.00	n hf of ne.	9	100	13
w hf of nw.	31	99	11	....	69.00	se of ne.	12	100	13
ne of se.	8	98	12			sw of nw.	14	100	13
nw of sw.	9	98	12			ne of nw and e hf of ne.	17	100	13
nw of nw and sw of sw.	15	98	12			se of sw.	19	100	13
e hf of se.	20	98	12			sw of sw, and se of se.	20	100	13
n hf of ne, w hf of se, and ne of se.	22	98	12			sw of sw.	26	100	13
sw of nw and nw of sw.	23	98	12	....	520.00	nw of nw.	28	100	13
se of se, sw of se, and w hf of sw.	5	99	12			nw of nw.	29	100	13
se of se.	6	99	12			s hf of se.	30	100	13
w hf of nw, s hf of ne, and se of se.	7	99	12			ne of nw and nw of ne.	31	100	13
w hf of nw, ne of nw, sw qr, and sw of se.	8	99	12			se of sw.	33	100	13
w hf of nw.	9	99	12			w hf of nw.	35	100	13
nw of nw and se of sw.	15	99	12			ne of sw, and sw of sw.	3	99	14
w hf of nw, and se qr.	17	99	12			se of nw and n hf of sw.	10	99	14
w hf of nw, e hf of nw, w hf of sw and se of se.	18	99	12			sw of nw.	11	99	14
w hf of nw.	19	99	12			w hf of sw.	13	99	14
se of se.	20	99	12			s hf of nw, nw of sw, and s hf of se.	14	99	14
nw of nw, and n hf of ne.	29	99	12			n hf of nw and ne of ne, w hf of ne, and ne of se.	15	99	14
ne of ne.	30	99	12			sw of se.	17	99	14
w hf of nw and ne of sw.	31	99	12			se of ne and s hf of se.	20	99	14
sw of nw and w hf of sw.	32	99	12	....	1825.91				
ne of nw.	33	99	12						

759.21

474.80

HOWARD COUNTY—CONTINUED.

Parts of section.	Sec.	Town.	Range.	Acres.	Parts of section.	Sec.	Town.	Range.	Acres.
nw of nw.....	21	99	14	1240.00	se of se.....	26	100	14	840.00
ne of sw and nw of ne.....	23	99	14		nw of nw.....	33	100	14	
se of se.....	25	99	14		se of sw, and se of ne.....	34	100	14	
se of ne.....	33	99	14		w hf of nw, and sw of sw.....	35	100	14	
nw of ne, and se of se.....	35	99	14		nw of ne, and se of sw.....	36	100	14	
nw of nw.....	36	99	14		w hf of sw.....	26	98	11	
se of ne and se of se.....	11	100	14		sw of se.....	3	99	12	
sw of nw and ne of se.....	12	100	14		ne of ne.....	8	99	12	
ne of ne.....	14	100	14		nw of ne.....	22	100	14	
ne of se.....	19	100	14		Total.....	6128.98
nw of nw, and ne of ne.....	21	100	14						
n hf of nw and se of ne.....	22	100	14						

HUMBOLDT COUNTY.

sw of nw, ne of nw, and nw of sw.....	1	91	27	2763.02	w hf of sw, sw of nw, and ne of ne.....	2	91	28	916.35
e hf of se, and se of ne.....	2	91	27		n hf of nw, s hf of se, and n hf of ne.....	12	91	28	
lot 3.....	3	91	27		se of se, w hf of nw, and nw of ne.....	14	91	28	
lots 1, 2 and 3, se of sw, and sw of se.....	4	91	27		nw of sw, sw of se, and e hf of se.....	26	91	28	
s hf of sw.....	6	91	27		e hf se.....	34	91	28	
n hf of nw, nw of sw, n hf of ne, nw of se	8	91	27		n hf of nw.....	36	91	28	
nw of sw, sw of nw, ne of nw, and nw of ne	9	91	27		n hf of ne.....	4	91	29	
s hf of se, and ne of ne.....	10	91	27		n hf of ne.....	6	91	29	
w hf of sw, ne of ne, and se of nw.....	11	91	27		nw of nw.....	8	91	29	
w hf of nw.....	12	91	27		ne of se.....	10	91	29	
nw of ne, and n hf of nw.....	15	91	27		ne of ne.....	12	91	29	
sw of se.....	18	91	27		se of se, and e hf of ne.....	18	91	29	
se of ne, w hf of sw, se of sw, and se qr.....	20	91	27		n hf of sw, se of sw, sw of nw, e hf of se, and nw of se.....	20	91	29	
e hf of nw, and sw qr.....	26	91	27		w hf of nw, se of nw, nw of se, and ne of sw	22	91	29	
w hf of nw, e hf of sw, and n hf of se.....	28	91	27		nw of sw.....	30	91	29	
n hf of ne, n hf sw, and s hf of nw.....	30	91	27		ne of nw, and s hf of se.....	32	91	29	
ne of se, and se of ne.....	32	91	27		nw of nw.....	34	91	29	
ne of nw, and nw of sw.....	34	91	27						

w hf of sw.....	36	91 29	....	1196.07	se of sw.....	1	93 28		
sw of sw.....	6	91 30			ne of ne.....	2	93 28		
ne of ne.....	18	91 30			n hf of nw.....	12	93 28		
lots 1, 2 and 3.....	24	91 30			se of sw, and sw of se.....	23	93 28		
se of se.....	28	91 30			e hf of ne, and w hf of nw.....	25	93 28		
ne of ne.....	30	91 30			n hf of ne.....	26	93 28		
nw of ne, sw of ne, se of ne, and sw of nw.....	34	91 30	....	451.48	lot 1.....	29	93 28		
s hf of sw.....	15	91 27			lot 1.....	32	93 28		
se qr and w hf of ne.....	19	91 27			lot 3.....	33	93 28	561.40	
w hf of nw and w hf of sw.....	21	91 27			n hf of nw.....	5	91 29	94.49	
ne of sw.....	27	91 27			e hf of ne.....	24	92 29	80.00	
e hf of ne, nw of se, and n hf of nw.....	29	91 27			w hf of se.....	6	93 29		
s hf of ne, n hf of nw, sw of nw and ne of se.....	33	91 27			nw of nw.....	27	93 29		
n hf of nw.....	35	91 27	....	1040.00	ne of ne.....	28	93 29		
lot 1.....	8	93 28	....	1.48	s hf of se, and s hf of sw.....	31	93 29		
nw of nw.....	2	92 27			sw of sw.....	34	93 29	357.39	
lot 4.....	22	92 27			se of se.....	1	93 30		
w hf of se, and ne of sw.....	26	92 27			w hf of sw.....	3	93 30		
lot 1.....	28	92 27	....	244.91	ne of ne and se of se.....	9	93 30		
se of ne.....	7	93 27			w hf of nw and se of se.....	10	93 30		
sw of nw.....	8	93 27			sw of sw.....	11	93 30		
se of se and se of sw.....	9	93 27			ne of ne.....	12	93 30		
sw of sw.....	10	93 27			w hf of nw.....	14	93 30		
se of se, e hf of ne, and nw of nw.....	11	93 27			e hf of ne and sw of nw.....	15	93 30		
sw of nw.....	12	93 27			ne of ne.....	25	93 30	760.00	
ne of ne.....	14	93 27			nw of sw.....	26	93 30		
s hf of se, s hf of sw, and se of ne.....	17	93 27			ne of se.....	27	93 30		
nw of sw.....	18	93 27			ne of nw.....	1	92 30		
e hf of ne, se of sw, sw of nw and ne of nw.....	20	93 27			nw of nw.....	5	92 30		
w hf of nw.....	21	93 27			lots 2 and 3.....	9	92 30	226.17	
se of se.....	23	93 27			nw of nw.....	20	92 27	40.00	
nw of se.....	23	93 27			s hf of se, and s hf of sw.....	1	93 27		
ne of ne and nw of sw.....	25	93 27	....	1120.15	se of sw.....	7	93 27		
lot 3.....	11	92 28			ne of ne.....	12	93 27		
se of se.....	18	92 28			s hf of se.....	18	93 27		
w hf of sw and w hf of nw.....	19	92 28			sw of se and e hf of ne.....	19	93 27		
sw of sw.....	21	92 28			sw of nw.....	29	93 27	420.00	
lot 7.....	27	92 28	....	293.36	sw of ne.....	19	92 28	40.00	

HUMBOLDT COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
nw of nw, and s hf of se.....	1	93 28			se of ne	27	93 30		
w hf of lw.....	7	93 28			e hf of sw	30	93 30		975.28
e hf of ne.....	10	93 28			se of sw.....	27	91 27		
sw of nw.....	11	93 28			nw of ne and ne of sw	33	91 27		120.00
nw of ne.....	24	93 28			lot 3	22	92 27		
sw of sw.....	25	93 28			lot 2.....	27	92 27		
ne of sw.....	26	93 28			lot 2	28	92 27		104.12
sw of sw	35	93 28			w hf of nw, nw of sw, and sw of sw	7	93 27		153.40
w hf of nw.....	36	93 28		576.48	sw of sw	1	93 28		
se of se	9	92 29		40.00	se of ne	2	93 28		
nw of se	17	92 29		40.00	se of sw.....	13	93 28		
ne of ne.....	6	93 29			se of se.....	24	93 28		160.00
h hf of ne.....	17	93 29			ne of ne.....	3	93 29		
se of se.....	21	93 29			n hf of nw	5	93 29		
ne of sw	28	93 29			sw of ne	20	93 29		
se of sw and sw of se	29	93 29			se of ne.....	28	93 29		
nw of nw.....	30	93 29			ne of ne	29	93 29		
sw of sw and sw of se	32	93 29		416.75	ne of ne	31	93 29		339.66
lot 4	7	92 30			se of se.....	7	91 30		
sw qr	13	92 30		213.31	lots 1 and 2....	13	91 30		
ne of sw and sw of sw	1	93 30			nw of nw.....	17	91 30		
ne of ne	5	93 30			nw of sw	29	91 30		
lots 1 and 2.....	6	93 30			ne of ne	33	91 30		247.42
sw of ne	10	93 30			sw of se.....	1	93 30		
nw of nw and ne of sw	12	93 30			e hf of sw	3	93 30		
se of sw.....	13	93 30			sw of se.....	7	93 30		
e hf of ne and sw of se	14	93 30			ne of ne	10	93 30		
sw of nw.....	17	93 30			nw of ne, nw of nw, nw of sw, and se of sw	11	93 30		
se of se.....	22	93 30			n hf of se.....	15	93 30		
nw of ne, se of ne, se of nw, ne of sw, and					se of se	24	93 30		
se of se.....	23	93 30			nw of se and se of se	27	93 30		
nw of nw and sw of nw	24	93 30			s hf of se.....	36	93 30		640.00

e hf of ne and nw of se.....	3	92 27	hf of se.....	20	93 27	200.45
ne of ne.....	4	92 27	nw of sw.....	13	93 28	40.00
s hf of sw.....	18	93 27				
ne of nw.....	19	93 27	Total.....			15263.16

IDA COUNTY.

se of ne, ne of se, and sw of se.....	36	86 41	ne of ne, and e hf of se.....	2	87 41	
nw of ne, and ne of nw.....	6	89 41	n hf of se, and se of se.....	24	87 41	
n hf of sw.....	7	89 41	se of ne, and ne of sw.....	26	87 41	
n hf of se, sw of se, and se of sw.....	20	86 40	se of se.....	32	87 41	
se of ne.....	30	86 40	w hf of sw.....	34	87 41	437.90
nw of ne, and n hf of nw.....	4	86 41	se of se.....	26	88 41	40.00
nw of nw.....	8	86 41				
ne of nw.....	18	86 41	Total.....			1159.57

IOWA COUNTY.

e hf of ne.....	19	78 10	ne of se, and lots 2, 3, and 4.....	20	81 10	
sw of nw.....	20	78 10	s hf of se, nw of se, and s hf of sw.....	22	81 10	
nw of sw.....	27	78 10	ne of nw, and w hf of nw.....	26	81 10	
ne of nw, e hf of ne, and nw of ne.....	35	78 10	e hf of se, and lots 1, 3, 8, and 9.....	28	81 10	785.73
sw of se, nw qr, and w hf of ne.....	36	78 10	nw of ne, and n hf of nw.....	4	80 11	128.22
sw of sw.....	2	78 11	s hf of se.....	14	81 11	
nw of sw.....	12	78 11	sw of nw.....	22	81 11	120.00
se of se.....	24	78 11	se qr, and s hf of ne.....	20	79 12	
s hf of sw, and s hf of se.....	34	79 11	sw of nw.....	36	79 12	280.00
sw of nw.....	2	81 12	lot 1.....	3	78 11	40.08
se of nw, sw of nw, and nw of sw.....	30	81 9				
lot 1.....	32	81 9	Total.....			1886.23
lot 6.....	36	81 9				

JACKSON COUNTY.

The island in Mississippi river.....	1	85 3	lots 1, 2, and 3, nw of se, the unnumbered		E.	3
w hf of sw, se of sw, and lots 2, 3, and 4...	2	85 3	lot or island in ne qr, the unnumbered lot			
se of sw.....	3	85 3	in se qr, and w hf of nw.....	12	85	3
e hf of ne.....	10	85 3	lot 4.....	26	85	3

JACKSON COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
lot 3.....	34	85	3	....	lots 1, 2, 3, and 4.....	15	85	6	
ne of ne, sw of ne, e hf of sw, w hf of se, and se of se.....	18	85	6		w hf of nw and s hf.....	17	85	6	
all.....	20	85	6		e hf of nw and ne.....	19	85	6	
sw qr, w hf of nw, se of nw, ne of ne, and lots 1, 2, 3, 4, 5, 6, and 7.....	22	85	6		all.....	21	85	6	
sw qr.....	24	85	6		all.....	23	85	6	
lots 1, 2, and 3.....	26	85	6	....	lots 1 and 2.....	25	85	6	2015.34
lots 6, 7, 8, and 9.....	6	84	7		all.....	5	84	7	
lots 1, 2, 3, 4, 5, 6, 7, and 8.....	8	84	7		lots 5, 6, 7, 8, 9, 10, and 11.....	7	84	7	
lots 5, 6, 7, 8, 9, and 10.....	18	84	7		lots 1, 2, 3, 4, and 5.....	17	84	7	
the unnumbered lot or island of nw qr.....	20	84	7		lot unnumbered in ne qr (on island).....	19	84	7	
the unnumbered lot or island of ne qr.....	32	84	7		lots 1 and 2.....	29	84	7	1041.03
sw qr.....	32	85	7	757.06	lots 1 and 2.....	31	85	7	100.32
lot 7.....	5	84	5	....	sw of se.....	3	85	7	
ne qr, n hf of nw and sw of se.....	11	85	5	....	w hf of ne.....	10	85	7	
lot unnumbered in se qr.....	33	86	5	....	w hf of sw and ne of se.....	11	85	7	240.00
					Total.....				6825.61

JASPER COUNTY.

nw of se, and lots 9 and 11.....	2	78	17	....	e hf of sw.....	34	79	18	....	120 00
w hf of se and nw of sw.....	12	78	17	....	e hf of se, lots 1, 2, 3, 4, 5, 7, 8, 9, 10, and 12	4	78	19	....
e hf of sw.....	22	79	17	....	ne of nw and e hf of se.....	10	78	19	....
nw of sw and nw qr.....	34	79	17	....	w hf of nw.....	14	78	19	....
se of sw and sw of se.....	10	78	18	....	n hf of nw and e hf of ne.....	22	78	19	....
w hf of sw and se of sw.....	20	78	18	....	w hf of nw, se of nw, s hf of ne, and s hf.....	24	78	19	....
n hf of ne.....	26	78	18	....	se qr.....	36	78	19	....	1627.44
e hf of ne.....	30	78	18	....	w hf of sw, se of sw, and se of se.....	20	79	19	....
nw of se, se of se, and se of nw.....	32	78	18	....	w hf of nw, ne of nw, and sw qr.....	28	79	19	....
se qr and se of sw.....	34	78	18	....	nw qr, ne of sw, w hf of ne, se of ne, and ne of se.....	30	79	19	....
ne of nw and w hf of sw.....	36	78	18	....	ne of nw and sw of ne.....	32	79	19	....	891.31
nw of se.....	28	79	18	....					

sw of nw.....	8	81 20		se of nw, nw of nw, sw of ne, and ne of se.....	24	79 20	
sw of se.....	18	81 20	80.00	ne of nw, sw of nw, nw of sw, and se of sw.....	18	80 20	962.74
nw of sw and n hf of nw.....	20	81 21		sw qr.....	20	80 20	
w hf of sw.....	26	81 21		w hf of sw and se of sw.....	28	80 20	
sw qr.....	34	81 21	360.00	s hf of nw and ne of se.....	32	80 20	
sw of sw.....	4	79 17		w hf of sw and se of sw.....	34	80 20	680.60
ne of nw.....	22	79 17	80.00	s hf of ne, nw of se, and s hf of nw.....	2	79 21	
nw of se and se of nw.....	20	80 17	120.00	s hf of ne.....	4	79 21	280.00
sw of sw.....	28	80 17		nw of ne, sw of ne, and n hf of se.....	2	80 21	
sw of se and se of sw.....	6	80 18		e hf of se.....	12	80 21	
n hf of se, se of se, sw of ne, and n hf of nw.....	8	80 18		s hf of se, e hf of sw, nw of ne, se of ne, se of nw, and w hf of nw.....	30	80 21	
se of se, w hf of ne, and se of nw.....	22	80 18		nw.....	32	80 21	
ne of se and s hf of ne.....	26	80 18	600.00	e hf of se and sw of se.....	36	80 21	945.00
s hf of sw.....	18	79 19	84.90	se of sw.....	27	79 17	40.00
se of ne.....	36	81 19	40.00	nw of sw.....	3	78 18	40.00
ne of ne, s hf of ne, and ne of se.....	4	79 20		se of sw.....	35	81 21	40.00
sw of ne, nw qr, and w hf of se.....	10	79 20		Total.....			3310.95
nw of sw, e hf of sw, w hf of nw, se of nw, w hf of se, and se of se.....	14	79 20					

JEFFERSON COUNTY.

e hf of sw, nw of nw, and lots 5 and 6.....	24	73 8	243.30	se of sw.....	18	72 11	
sw of ne.....	2	72 8	40.00	se of ne.....	28	72 11	
lots 6 and 7.....	36	73 8	114.55	ne of se.....	34	72 11	120.00
nw of ne.....	4	71 10		Total.....			683.56
e hf of se.....	10	71 10	165.71				
ne of nw.....	14	71 10					

JOHNSON COUNTY.

e hf of ne.....	18	77 5		lots 3 and 8.....	23	81 7	
nw qr.....	34	77 5	240.00	lots 5 and 6 and w hf of sw.....	28	81 7	
sw of sw.....	32	78 5	40.00	lots 7 and 8.....	30	81 7	357.71
sw of ne.....	10	80 5	40.00	nw of nw and se of se.....	2	80 8	77.53
nw of ne.....	14	81 5	40.00	lot 1.....	26	81 8	
lots 5 and 7.....	34	78 6	103.67	lots 6, 7, and 8, and sw of sw.....	28	81 8	

JOHNSON COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
sw of sw (south of river), nw of sw, and lots 4 and 5.....	30	81	8		of sw.....	36	81	8	949.61
sw of se.....					se of ne.....	35	79	7	40.00
lots 2, 3 and 4, se of ne, nw of se, and w hf of sw.....	32	81	8		se of ne, and se of sw.....	28	81	7	80.00
lots 3, 5 and 6, nw of se, ne of sw, and se	34	81	8		nw of nw.....	3	80	8	37.44
Total.....					Total.....				2005.96

JONES COUNTY.

sw of sw, w hf of se, and se of se.....	22	83	1		nw of sw, and sw of sw.....	17	83	1	
w hf of nw, se of se, and lots 1, 2, 3 and 4.....	26	83	1		sw of nw.....	18	83	1	
se of nw, and lots 1 and 2.....	28	83	1		ne of nw, and lot 3.....	19	83	1	
w hf of nw, and ne of nw.....	36	83	1		ne of nw.....	21	83	1	
lot 5, sw of ne, and ne of se.....	18	83	1	742.25	nw of se, se of se, and lot 1.....	21	83	1	
lots 6, 7 and 8.....	20	83	1		n hf of ne, and lot 3.....	27	83	1	
lots 1 and 2.....	8	83	2	243.76	ne of ne, and lot 2.....	35	83	1	579.90
lot 1.....	2	83	3	73.40	lots 1 and 2.....	7	83	2	
lots 4 and 6.....	12	83	3		ne of se.....	13	83	2	127.56
sw of sw.....	26	84	3	133.70	lot 6.....	1	83	3	
lots 1 and 2.....	34	84	3		sw of nw.....	27	83	3	89.80
se of nw.....	8	85	1	101.30	lots 4, 5, 6 and 7.....	35	84	3	237.40
nw of ne.....	6	85	3	40.00	se of se.....	31	86	3	40.00
sw of ne.....	10	85	3		lot 5, or sw fr qr.....	1	83	3	42.70
se of sw.....	14	85	3		Total.....				2283.29
				121.52					

KEOKUK COUNTY.

sw of sw.....	7	77	10		of se, s hf of sw.....	11	77	10	
e hf of ne, sw of ne, se of nw, ne of sw, nw					ne of ne, sw of nw.....	12	77	10	

w hf of nw.....	17	77 10	nw of nw, ne of nw, se of nw, ne of ne,	680.27	nw of ne, and s hf of ne.....	5	74 11	
s hf of ne, and ne of ne.....	18	77 10	ne of ne, sw of nw, ne of nw and se of nw.		ne of nw.....	6	74 11	.... 1091.16
nw of ne.....	22	76 11	ne of nw.....	120.00	se of sw, and sw of se.....	7	75 11	
n hf of nw.....	34	76 11	w hf of sw.....		sw of sw.....	15	75 11	
s hf of se.....	12	77 11	nw of sw.....		nw of nw.....	17	75 11	
n hf of ne, n hf of nw, and nw of sw.....	13	77 11	nw of nw, and nw of le.....		ne of nw, and nw of le.....	18	75 11	
n hf of se, nw of sw.....	15	77 11	ne of sw, n hf of se, s hf of nw and sw of ne.	800.00	nw of sw.....	23	75 11	
nw of ne.....	19	77 11	se of se.....		ne of sw, and sw of sw.....	24	75 11	
ne qr, s hf of nw and ne of nw.....	20	77 11	ne of se.....		nw of ne, and sw of ne.....	25	75 11	
n hf of nw.....	21	77 12	ne of sw, and sw of sw.....		se of se.....	32	75 11	777.04
se of sw.....	14	77 12	nw of ne, and sw of ne.....		se of se.....	1	74 13	92.72
s hf of se, and s hf of sw.....	17	77 12	se of se.....		ne of nw, and nw of ne.....	6	75 13	
n hf of se, sw of se, ne of sw, se of nw, sw	18	77 12	ne of nw, and nw of ne.....	640.09	sw of nw.....	7	75 13	
of ne, sw of nw, and nw of ne.....	21	77 12	ne of sw.....	40.00	ne of sw.....	8	75 13	
nw of ne.....	24	77 12	se of sw.....		ne of sw.....	9	75 13	
n hf of ne.....	25	76 13	ne of se.....		ne of se.....	13	75 13	
nw of se.....	35	77 13	ne of se.....		n hf of nw, and nw of ne.....	14	75 13	
s hf of se.....	5	77 13	e hf of ne, and e hf of se.....	720.00	se of se.....	15	75 13	
nw of nw, and se of nw.....	9	77 13	se of se.....		se of se, and se of sw.....	24	75 13	
n hf of sw, se of sw, and se qr.....	10	77 13	se of se.....		w hf of sw.....	27	75 13	
n hf of sw, and s hf of se.....	11	77 13	ne of ne.....		ne of ne.....	28	75 13	
sw of se.....	12	77 13	n hf of nw.....		w hf of nw.....	30	75 13	
e hf of ne.....	13	77 13	ne of nw, nw of ne, se of le, ne of	348.88	ne, and e hf of se.....	32	75 13	
se of nw and nw of se.....	2	74 10	w hf of nw.....		ne of se.....	34	75 13	
ne of ne.....	3	74 10	ne of se.....		nw of nw.....	35	75 13	
lot 4 or sw of nw, lot 5 or se of nw.....	6	74 10	nw of nw.....		sw of nw.....	36	75 13	1189.39
se of ne.....	7	74 10	ne of se.....		ne of se.....	11	77 10	40.00
ne of nw.....	8	74 10	nw of nw.....		nw of nw.....	24	77 12	40.00
nw of ne.....	22	75 10	ne of nw.....		ne of nw.....	22	75 11	40.00
sw qr.....	28	75 10	sw of sw.....	624.92	sw of sw.....	6	74 12	46.34
s hf of se.....	29	75 10	sw qr.....		e hf of sw, sw of sw, w hf of se, ne of se,	27	75 13	160.00
nw of se, n hf of sw, and sw of nw.....	31	75 10	and e hf of ne.....		nw of nw, and sw of nw.....	1	74 12	
se of ne.....	32	75 10	nw of nw, and sw of nw.....			3	74 12	
n hf of nw.....	33	75 10				4	74 11	
nw of se, s hf of ne, s hf of nw, and n hf sw.	1	74 11						
nw of sw, ne of se, and se of ne.....	2	74 11						
sw of sw.....	3	74 11						
s hf of se, and nw of lw.....	4	74 11						

KEOKUK COUNTY.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
se of nw, sw of ne, e hf of ne, and ne, of se.	4	74 12	12		sw of sw.....	19	75 12	12	
e hf of sw, and sw of se.....	6	74 12	12		ne of se.....	20	75 12	12	
nw of nw.....	7	74 12	12		w hf of sw, and ne of ne.....	21	75 12	12	245.87
nw of nw.....	11	74 12	12	830.59					
ne of ne.....	13	75 12	12		Total.....				1076.46

KOSSUTH COUNTY.

s hf of se.....	31	94 29	29	80.00	se of ne, and ne of se.....	36	96 27	27	....	483.47
lot 7.....	3	95 29	29	41 07	nw of sw.....	7	97 27	27		
s hf of se, and n hf of sw.....	13	98 30	30	160.00	w hf of sw.....	9	97 27	27		
s hf of sw, and se of se.....	13	95 27	27		se of ne, and nw of nw.....	15	97 27	27		
e hf of sw, and ne of se.....	21	95 27	27		nw of ne.....	18	97 27	27		
nw of nw, and sw of sw.....	22	95 27	27		se of se.....	22	97 27	27		
sw of nw, nw of sw, ne of nw, and se of se.....	23	95 27	27		nw of sw.....	24	97 27	27		
n hf of nw.....	24	95 27	27		nw of sw.....	26	97 27	27		
nw of nw, and sw of sw.....	26	95 27	27		se of se.....	30	97 27	27		
nw of ne, and s hf of se.....	27	95 27	27		sw of nw, and nw of sw.....	31	97 27	27		
nw of ne.....	28	95 27	27		ne of sw.....	36	97 27	27	...	519.46
ne of nw.....	29	95 27	27		sw of nw, and se of sw.....	1	98 27	27		
nw of ne.....	30	95 27	27		n hf of ne, and e hf of se.....	2	98 27	27		
n hf of ne.....	31	95 27	27		se of ne.....	3	98 27	27		
sw of se.....	32	95 27	27		sw of nw, and w hf of sw.....	4	98 27	27		
n hf of nw, ne of sw, and nw of se.....	33	95 27	27		sw of sw, and s hf of se.....	5	98 27	27		
ne of nw.....	34	95 27	27	1200.00	nw of nw.....	6	98 27	27		
se of se.....	1	96 27	27		se of sw, and e hf of se.....	7	98 27	27		
w hf of sw.....	6	96 27	27		w hf of nw, and w hf sw.....	8	98 27	27		
w hf of sw.....	7	96 27	27		se of sw.....	9	98 27	27		
s hf of sw.....	8	96 27	27		s hf of se.....	13	98 27	27		
ne of nw.....	17	96 27	27		w hf of nw, and w hf of sw.....	14	98 27	27		
nw of nw.....	24	96 27	27		e hf of se.....	15	98 27	27		
se of ne.....	31	96 27	27		n hf of ne.....	18	98 27	27		

e hf of se.....	19	98 27	ne of ne.....	14	96 28	
s hf of sw, and s hf of se.....	20	98 27	ne of nw.....	17	96 28	
ne of nw, and w hf of sw.....	21	98 27	sw of sw.....	27	96 28	
n hf of ne, se of ne, nw of nw, and s hf of se.....	22	98 27	se of se.....	28	96 28	
w hf of nw, and s hf of sw.....	23	98 27	sw of nw.....	29	96 28	
ne qr, sw qr, and se of nw.....	24	98 27	se of ne.....	30	96 28	
w hf of sw.....	25	98 27	ne of ne.....	32	96 28	
nw of ne, and n hf of nw.....	26	98 27	se of se.....	33	96 28	
n hf, ne of sw, and w hf of sw.....	27	98 27	ne of ne.....	34	96 28	
n hf of nw, and se of se.....	28	98 27	ne of ne and nw of nw.....	35	96 28	
ne of ne.....	29	98 27	nw of nw.....	36	96 28	880.00
n hf of ne.....	31	98 27	n hf of nw.....	2	97 28	....
n hf of ne, and w hf of nw.....	32	98 27	n hf of ne, ne of nw, s hf of nw, and n hf of sw.....	3	97 28	
ne of ne, se of ne, ne of nw, w hf of nw, and e hf of se.....	33	98 27	se of ne and e hf of se.....	4	97 28	
nw of ne, ne of nw, w hf of nw, and nw of sw.....	34	98 27	w hf of nw, se of nw, and s hf of ne.....	7	97 28	
ne of ne.....	35	98 27	ne qr.....	9	97 28	
n hf of nw.....	36	98 27	w hf of sw.....	13	97 28	4035.77
nw of se.....	1	99 27	se of ne.....	14	97 28	....
se of se.....	3	99 27	nw of ne, se of sw, nw of se, and sw of se.....	20	97 28	-
se of nw.....	9	99 27	nw of nw.....	21	97 28	
ne of se.....	32	99 27	e hf of nw.....	29	97 28	160.00
ne of se.....	7	100 27	se of se.....	31	97 28	40.00
sw of nw, ne of sw, and sw of se.....	10	94 28	ne of ne.....	32	97 28	
w hf of sw and se of sw.....	14	94 28	ne of nw and w hf of nw.....	33	97 28	
se of ne.....	15	94 28	ne of nw.....	34	97 28	
w hf of ne and ne of nw.....	23	94 28	ne of se.....	36	97 28	400.00
n hf of nw.....	1	95 28	nw of nw.....	1	98 28	....
sw of nw.....	8	95 28	e hf of ne, ne of se, and s hf of se.....	2	98 28	
se of sw.....	11	95 28	w hf of ne, nw qr, n hf of sw, ne of se, and w hf of se.....	3	98 28	
se of se.....	15	95 28	s hf of nw and sw.....	4	98 28	
sw of ne.....	26	95 28	ne of nw, s hf of nw, and nw of sw.....	5	98 28	
nw of ne and n hf of nw.....	35	95 28	w hf of sw.....	6	98 28	437.09
se of sw.....	36	95 28	all.....	7	98 28	....
s hf of se.....	1	96 28	w hf of sw.....	8	98 28	
sw of sw.....	5	96 38	s hf of ne, n hf of nw, and n hf of se.....	9	98 28	
se of ne and se of se.....	11	96 28	s hf of sw and s hf of se.....	10	98 28	
sw of nw, n hf of se, and se of se.....	12	96 28				

ne of nw.....	28	97 29	ne of nw and w hf of sw.....	19	99 29	
w hf of nw, and se of nw.....	30	97 29	ne qr, ne of nw and se of se.....	24	99 29	
e hf of se.....	31	97 29	sw of sw and se of se.....	25	99 29	
ne of ne.....	34	97 29	w hf of sw and se of sw.....	27	99 29	
nw of nw.....	35	97 29	w hf of nw and e hf of se.....	31	99 29	
sw of sw, and se of se.....	1	98 29	sw of nw and se of se.....	32	99 29	
se of se.....	2	98 29	n hf of nw, ne of se, and s hf of se.....	34	99 29	
nw of ne.....	3	98 29	ne of ne, s hf of ne, and nw of sw.....	35	99 29	
s hf of se.....	5	98 29	nw of nw.....	36	99 29	2056.16
ne of ne.....	6	98 29	nw of se.....	11	100 29	
s hf of se.....	8	98 29	sw of nw.....	15	100 29	
s hf of sw.....	9	98 29	ne of nw.....	22	100 29	
sw of sw, and e hf of se.....	10	98 29	sw of se.....	26	100 29	160.00
sw of nw, and se of se.....	11	98 29	se of se.....	1	94 30	
e hf of ne, sw of nw, s hf of sw, and ne of se.....	12	98 29	w hf of se and se of se.....	8	94 30	
e hf of ne.....	13	98 29	ne of ne	12	94 30	
w hf of nw.....	14	98 29	ne of nw and w hf of nw.....	13	94 30	
ne of ne.....	15	98 29	w hf of ne and se of ne.....	17	94 30	
n hf of ne	17	98 29	ne qr and ne of se.....	21	94 30	
se of sw.....	19	98 29	w hf of nw, sw qr, ne of se, and w hf of se.....	22	94 30	
e hf of ne.....	23	98 29	n hf of nw.....	27	94 30	1080.00
nw of nw.....	25	98 29	se of sw and sw of se.....	5	95 30	
ne of ne.....	26	98 29	sw of ne, nw of ne, and nw of se.....	8	95 30	
e hf of se.....	29	98 29	se of ne and nw of ne.....	20	95 30	
ne of nw and nw of sw.....	30	98 29	s hf of ne.....	29	95 30	360.00
se of se.	33	98 29	ne qr.....	4	96 30	
se of sw.....	35	98 29	nw of sw	6	96 30	
nw of ne.....	1	99 29	e hf of ne and ne of se.....	13	96 30	304.31
se qr.....	2	99 29	sw of nw.....	6	97 30	
w hf of nw.....	7	99 29	w hf of nw and nw of sw.....	7	97 30	
se of ne and s hf of se.....	8	99 29	sw of sw.....	8	97 30	
nw of nw.....	9	99 29	e hf of se.....	13	97 30	
ne of se.....	10	99 29	nw of sw.....	14	97 30	
e hf of se.....	11	99 29	e hf of ne and w hf of nw.....	15	97 30	
ne of ne, sw of nw, and nw of sw.....	12	99 29	sw of nw and nw of sw.....	18	97 30	
se of sw and s hf of se.....	13	99 29	se of ne and n hf of se.....	24	97 30	
se of se.....	14	99 29	s hf of ne.....	25	97 30	
nw of nw.....	15	99 29	se of se.....	33	97 30	783 63

KOSSUTH COUNTY.—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
n hf of nw.....	4	98 30			ne of nw.....	27	95 27		
nw of nw.....	21	98 30			sw of sw.....	28	95 27		
s hf of sw and sw of se.....	29	98 30			se of sw.....	32	95 27		
n hf of se.....	30	98 30			ne of se.....	36	95 27		360.00
w hf of sw.....	31	98 39			se of sw.....	29	96 27		40.00
nw of ne.....	32	98 30			ne of nw.....	4	98 27		
sw of nw and w hf of sw.....	33	98 30		564.66	n hf of sw.....	6	98 27		
sw of sw.....	1	99 30			ne of ne.....	8	98 27		
se of se.....	2	99 30			sw of se.....	9	98 27		
nw of ne.....	4	99 30			se of nw.....	10	98 27		
w hf of sw and sw of se.....	6	99 30			se of sw.....	18	98 27		
nw of nw and sw of se.....	12	99 30			se of sw and s hf of se.....	25	98 27		
nw of nw.....	14	99 30			ne of se and s hf of se.....	26	98 27		516.17
n hf of ne.....	15	99 30			se of sw.....	1	94 28		
w hf of sw and e hf of se.....	24	99 30			ne of nw and sw of nw.....	2	94 28		
sw of sw.....	28	99 30			se of nw and se of sw.....	11	94 28		
se of se.....	29	99 30			sw of ne.....	20	94 28		
sw qr and sw of se.....	33	99 30			ne of ne, w hf of se, and se of se.....	23	94 28		
e hf of ne.....	36	99 30		964.17	se of se.....	24	94 28		
ne of sw and s hf of sw.....	9	100 30			w hf of nw.....	25	94 28		
sw of se and se of se.....	10	100 30			se of nw.....	28	94 28		
ne of ne.....	13	100 30			sw of sw.....	36	94 28		599.03
se of sw.....	14	100 30			ne of sw.....	1	95 28		
e hf of ne and sw of sw.....	15	100 30			nw of sw.....	11	95 28		
lot 5.....	17	100 30			nw of ne.....	13	95 28		
se of se.....	18	100 30			s hf of sw.....	15	95 28		
ne of nw and se of se.....	21	100 30			lot 1.....	19	95 28		
ne of ne and ne of nw.....	23	100 30			sw of nw.....	25	95 28		
lots 1, 3, 4, 6, nw of ne, and w hf of nw.....	28	100 30			nw of ne.....	33	95 28		
se of ne.....	29	100 30		954.70	nw of nw.....	34	95 28		
ne of ne.....	24	95 27			se of ne.....	35	95 28		451.42
ne of ne, se of nw, and s hf of se.....	25	95 27			w hf of se.....	36	95 28		

sw of nw.....	6	96 28	83 63	n hf of ne.....	33	98 29	
ne of se.....	7	97 28		ne of se.....	34	98 29	
e hf of sw and w hf of se.....	9	97 28		n hf of sw, and se of se.....	35	98 29	893.95
sw of ne and nw of se.....	23	97 28	280.00	nw of se.....	30	99 29	40.00
ne of se.....	5	98 28		w hf of se.....	5	94 30	
nw of se.....	12	98 28		se of se.....	13	94 30	
se of sw.....	27	98 28	120.00	sw of nw, and nw of sw.....	15	94 30	
ne of se.....	4	99 28		ne of nw.....	17	94 30	
ne of nw.....	5	99 28		nw of sw.....	23	94 30	
sw of se.....	26	99 28	133.58	ne of se.....	26	94 30	
nw of nw.....	3	94 29		nw of se.....	32	94 30	860.00
lot 7.....	11	94 29		sw of sw.....	19	95 30	
lot 5.....	23	94 29		e hf of se.....	20	95 30	
nw of ne, and lots 4 and 5.....	25	94 29		sw of sw.....	25	95 30	
lot 1.....	26	94 29		sw of sw.....	26	95 30	
nw of sw.....	31	94 29		nw of nw, and se of sw.....	30	95 30	
lot 6.....	36	94 29	268.69	e hf of nw, and sw of ne.....	31	95 30	
lot 1.....	10	95 29		sw of nw.....	32	95 30	
lot 1.....	14	95 29		ne of ne, sw of lw, and sw of sw.....	36	95 30	560.67
lot 1.....	24	95 29		se of sw.....	15	96 30	40.00
lots 4, 7, and 8.....	35	95 29		se of sw.....	24	97 30	40.00
lot 8.....	36	95 29	264.24	sw of sw.....	34	97 30	40.00
nw of nw.....	15	96 29		ne of sw.....	2	98 30	
ne of ne.....	27	96 29		sw of nw.....	14	98 30	
ne of se.....	35	96 29	120.00	n hf of sw.....	30	98 30	157.46
e hf of se.....	1	97 29	80.00	s hf of ne.....	18	99 30	80.00
se of ne.....	1	98 29		ne of se.....	4	94 29	40.00
ne of se.....	13	98 29		s hf of sw.....	12	94 30	80.00
nw of nw.....	19	98 29		Total.....			35690.22
nw of nw.....	26	98 29					

LEE COUNTY.

lots 1 and 5.....	18	68 2	107.65	lot 8.....	7	68 2	49.90
w hf of nw, and se of se.....	22	68 3					
lots 6 and 7.....	24	68 3		Total.....			435.22
lot 3.....	34	68 3	278.67				

LINN COUNTY.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acers.
lot 1	28	82	5	45.00	lot 1.....	11	83	8	....
lots 3 and 4.....	10	82	6	83.30	lots 2, 3, 4, 5, and 6	21	85	5	36.68
lots 6 and 7.....	2	83	8	68.00	lots 1, 2, 5, 6, 7, and 8.....	27	85	5	....
lot 3, sw qr on right bank of river, and sw part of sw qr south of river.....	22	85	5		ne of ne.....	28	85	5	554.39
lot 1	28	85	5		lot 6.....	11	85	6	....
lot 1 and se qr, (east of river).....	34	85	5	214.03	lot 1.....	13	85	6	....
lots 2, 3, 4, and 8.....	10	85	6		lot 3.....	15	85	6	80.00
lot 5.....	12	85	6		lots 6 and 7, and nw of nw.....	19	86	6	136.40
lot 3, and sw of nw.....	14	85	6	305.69	nw of nw, and lots 1 and 2	3	84	8	....
lot 2, and nw of nw, on left bank of river.....	20	86	6	39.95	lot 1.....	35	84	8	199.72
lots 5 and 6.....	34	84	8	91.38	sw of se.....	18	85	8	....
lots 4, 6, 7, and 8.....	20	85	8		nw of nw, lot 2, se of nw, sw of ne, and lot 3.....	19	85	8	....
lot 1.....	32	85	8		lot 2.....	29	85	8	....
lot 3.....	34	85	8	226.31	lots 1 and 9.....	33	85	8	378.12
lot 2.....	11	82	6	51.40	Total.....	—	—	—	2450.37

LOUISA COUNTY.

se qr, and se of sw.....	4	76	5		nw qr, sw of ne, nw of sw, e hf of sw, and se qr.....	17	73	1	
se of se, and se of ne.....	6	76	5		ali	18	73	1	
n hf of nw, and sw of nw.....	10	76	5		nw qr, and e hf.....	19	73	1	
e hf, e hf of nw, and sw.....	14	76	5		all	20	73	1	
n hf of ne, and se of ne.	22	76	5		lots 1, 3, and 4, and s hf of sw.....	21	73	1	
nw of ne, and nw.....	23	76	5		lots 1 and 2, sw of ne, ne of se, w hf of se, and w hf.....	28	73	1	
lots 6 and 7.....	26	76	5	1423.47	e hf, and nw qr.....	29	73	1	
unnumbered lot w of river.....	27	76	5		ne qr, se of nw, sw of sw, se of sw, and s hf of se.....	31	73	1	
lots 1, 2, and 3, and sw of sw.....	5	73	1		e hf.....	32	73	1	
s hf of sw, and nw of sw.....	6	73	1						
w hf of ne, e hf nw, and s hf.....	7	73	1						
s hf of nw, and sw.....	8	73	1						

nw of ne, and w hf.	33	73	1			lots 1, 2, 3, 4, 5, 6, 7, and 8, w hf of sw, se of sw, and sw of nw.	27	74	2	
nw of nw, nw of sw, and lot 5.	34	73	1	5640.85	....	lots 1, 2, and 3, e hf of ne, nw of ne, and e hf of se.	28	74	2	
lots 2 and 3.	17	74	2	71.73	....	lots 1 and 2.	33	74	2	
lot 5, or ne of se.	6	76	5			lots 1, 2, 3, 4, and 5 and se of se.	34	74	2	
10 se qr.	11	76	5			lots 1, 2, 3, and 4, s hf of sw, and s hf of se.	35	74	2	
sw of sw.	12	76	5	239.00	....	lot 3.	36	74	2	3779.73
nw of nw and se of se.	1	73	2			nw of ne, n hf of nw, and sw of nw.	6	75	2	
sw of nw, w hf of sw, and se of sw.	2	73	2			all.	7	75	2	
ne of se.	3	73	2			ne of nw, w hf of nw, and w hf of sw.	8	75	2	
sw of sw.	5	73	2			all.	18	75	2	
sw of ne, e hf of sw, and se qr.	6	73	2			all.	19	75	2	
e hf of ne and nw fr qr.	7	73	2			n hf and sw qr.	20	75	2	
w hf of nw, se of nw, and sw of se.	8	73	2			lots 1, 2, and 3.	21	75	2	
e hf of se.	12	73	2			the unnumbered lot west of Miss. river.	28	75	2	
e hf of ne and n hf of se.	13	72	2			lots 2, 3, and 4, nw qr, w hf sf sw, and ne of sw.	29	75	2	
n hf of ne and s hf.	17	73	2			lots 1, 2, 3, 4, 5, and 6, ne qr, ne of se, and n hf of nw.	30	75	2	
ne of ne and lots 3 and 4.	18	73	2			lots 1, 2, 3, 4, 5, 6, and 7, e hf of nw, e hf of sw, w hf se, and the unnumbered lot east of slough.	31	75	2	
n hf of ne.	20	73	2			lot 1, nw of nw, and sw qr, west of slough.	32	75	2	4577.56
n hf of ne, n hf of nw, se of ne, and ne of se.	21	73	2		....	w hf of se, se of se, and e hf of sw.	1	73	3	.
w hf of nw.	22	73	2			n hf of nw.	5	73	3	
lots 7 and 9.	23	73	2			nw.	6	73	3	
ne of ne.	24	73	2			ne of se.	8	73	3	
se of ne.	26	73	2	2314.48	....	sw of se.	9	73	3	
w part of sw qr, west of slough.	5	74	2			lots 1 and 4, and ne qr.	12	73	3	772.96
e hf of se, the unnumbered lot of ne qr, east of slough, and lot 2.	6	74	2			lot 2, nw of se, and e hf of ne.	8	74	3	
lots 1, 3, 6, and 7.	7	74	2			sw of sw.	18	74	3	
lot 3, nw of nw, se qr, se of sw, and w hf of sw.	8	74	2			se of sw.	19	74	3	
lots 1 and 2.	9	74	2			lots 5, 6, and 7.	23	74	3	
lot on island.	15	74	2			ne of sw and se of nw.	31	74	3	
e hf of nw, nw of nw, lot 1, and e hf.	17	74	2			sw qr.	32	74	3	690.31
ne qr, east of slough.	18	74	2			lots 1, 3, and 4, e hf of ne, and e hf of se.	13	75	3	
ne of ne and lots 1, 2, and 3.	20	74	2							
lots 1, 2, and 3, w hf of se, se of se, e hf of sw, nw of sw, nw qr, and lot on island.	21	74	2							
se fr qr, west of river, and lots 1, 2, 3, and 4.	22	74	2							
the unnumbered lot on island.	26	74	2							

LOUISA COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
lots 1 and 2.....	24	75	3	...	ne of ne	33	75	4	645.04
lot 2 and the unnumbered lot of ne qr.....	25	75	3		ne of nw, lots 1, 2, 3, and 4, and s hf of ne ..	34	75	4	
lots 3 and 4.....	5	75	4		lots 1 and 2, and ne of nw.....	35	75	4	
the unnumbered lot of ne qr, east of river..	7	75	4		Total	—	—	—	
ne of nw	8	75	4	.					29576 46
lot 4.....	28	75	4						

LUCAS COUNTY.

nw of ne	32	72	22	40.00
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MADISON COUNTY.

nw of ne.....	12	74	28	40.00
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MAHASKA COUNTY.

nw qr, w hf of ne, ne of sw, and nw of se...	3	76 14	sw of nw and w hf of sw.....	6	77 15	...	1104.49	
sw of sw	10	76 14	e hf of nw, w hf ne, se of ne, and nw of se..	7	77 15			
ne of se	15	76 14	w hf of sw	8	77 15			
sw of nw and ne of sw.....	23	76 14	w hf of nw.....	17	77 15			
se of ne and ne of se	26	76 14	e hf of ne and nw of ne	21	77 15			
ne of sw	35	76 14	611.65	sw qr.....	22	77 15	...	1104.49
ne of se and s hf ne.....	29	77 14	ne of sw, n hf of se, s hf of nw, and se of ne.	23	77 15			
w hf of sw	28	77 14	w hf of sw	24	77 15			
e hf of nw, nw of nw, s hf of ne, nw of ne,	33	77 14	se of nw and sw of sw	7	76 16			
e hf of se, and ne of sw.....			w hf of sw	8	76 16			
sw qr.....	34	77 14	720.00	sw of se	15	76 16	...	1104.49
sw of sw	28	76 15	e hf of se, sw of se, se of sw, n hf of nw, and	17	76 16			
se of nw	34	76 15	nw of ne.....					

nw of nw	18	76 16	e hf of sw	27	77 17	
ne of se	20	76 16	e hf of ne, nw of ne, w hf of nw, and ne of se	28	77 17	
ne of ne, s hf of ne, and ne of sw	21	76 16	nw of ne, e hf of nw, and w hf se	34	77 17	1280.00
ne of nw and ne	22	76 16	n hf of nw	7	75 14	
ne of sw and w hf se	23	76 16	ne of se, sw of ne, and e hf of nw	26	75 14	242.15
s hf of ne	25	76 16	sw of sw	1	75 15	
w hf of ne	3	76 17	nw of sw and se of se	2	75 15	120.00
nw of nw	11	76 17	se of sw	8	75 14	40.00
n hf of se, n hf of sw, s hf of nw, and s hf of ne	12	76 17	e hf of sw and sw of se	7	75 14	
s hf of ne and ne of se	13	76 17	sw of nw	15	75 14	
w hf of sw	8	77 17	ue qr, and nw of nw	17	75 14	
w hf of se, ne of se, ne qr, se of nw, and e hf of sw	18	77 17	nw of sw, and ne of se	25	75 14	440.00
e hf of nw, sw of nw, ne of sw, nw of se, and e hf of se	20	77 17	nw	21	76 16	160.00
			Total			6458.00

MARION COUNTY.

all	6	77 18	lot 1	8	77 21	50.92
e hf of nw, w hf of ne, and nw of se	11	77 18				
se of sw, and se	13	77 18	Total			1091.00
sw of sw	13	77 21				

MARSHALL COUNTY.

nw of nw	5	82 17	nw of nw, s hf of sw, and sw of se	29	84 17	
se of ne	1	83 17	se of ne, n hf of ne, sw of nw, sw qr, and e hf of se	33	84 17	560.00
n hf of nw, se of nw, and se of ne	3	83 17	n hf of nw, and n hf of ne	19	83 18	
nw of ne, e hf of ne, and nw	5	83 17	nw of se	21	83 18	200.00
ne of nw, nw of nw, s hf of nw, n hf of ne, and se of ne	9	83 17	nw of nw, se of nw, ne of sw, and nw of se	7	84 18	160.20
ne of ne	11	83 17	ne of ne, se of ne, ne of se, and se of se	3	85 19	
sw of sw	17	83 17	se of nw	11	85 19	
sw of nw, se of nw, s hf of ne, and nw of nw	19	83 17	ne qr, ne of se, nw of se, sw of se, nw qr, ne of sw	15	85 19	
sw	21	83 17	ne of ne	33	85 19	719.52
ne of ne, ne of se, nw of se, and se of se	29	83 17	sw of sw	17	82 20	40.00
se of se	31	83 17				

MARSHALL COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
n hf of sw, and sw of se.....	9	85	20	....	s hf of ne, and ne of se.....	8	83	17	....
ne of se.....	23	83	19	....	s hf of se.....	28	83	17	539.81
ne of ne, and se of ne.....	6	82	17	....	nw of nw, e hf of se, and ne of ne.....	30	84	17	....
nw qr.....	10	83	17	....	n hf, se qr, and ne of sw.....	32	84	17	....
se of se.....	18	83	17	....	w hf of sw, and sw of nw.....	34	84	17	887.74
nw of ne.....	32	83	17	....	se of se.....	20	84	18	....
s hf of nw.....	20	83	18	....	nw of nw.....	24	84	18	80.00
sw of nw, and n hf of sw.....	24	83	19	....	ne qr, and s hf of se.....	10	85	19	....
nw of nw, and ne of ne.....	2	85	19	....	w hf of nw, ne of nw, and w hf of sw.....	22	85	19	....
w hf of nw.....	20	82	20	....	sw of sw.....	34	85	19	480.00
se of se, and se of ne.....	2	83	17	....				
sw of ne, nw qr, n hf of sw, and w hf of se.....	4	83	17	....	Total.....				5953.45

MILLS COUNTY.

n hf of ne, sw of ne, n hf of nw, sw of nw, se of nw, sw qr, w hf of se, and se of se ..	6	72	40		ne qr, w hf, and w hf of se.....	22	71	41	
w hf.....	8	72	40		all.....	28	71	41	
all.....	18	72	40	....	ne qr, e hf of nw, and s hf.....	32	71	41	
e hf.....	4	73	40		w hf.....	34	71	41	3950.51
w hf.....	10	73	40		e hf of ne, and e hf of se.....	12	72	41	
nw qr, w hf of sw, and ne of sw.....	12	73	40		e hf of sw, and s hf of se.....	14	72	41	
ne qr, s hf of nw, sw qr, and nw of se.....	14	73	40		s hf of se.....	22	72	41	
e hf, and ne of nw.....	20	73	40		all.....	24	72	41	
ne qr, w hf, and w hf of se.....	22	73	40		n hf, w hf of sw, and se.....	26	72	41	
n hf, n hf of sw, and w hf of se.....	28	73	40		ne of ne, and e hf of se.....	30	72	41	
s hf of sw, and w hf of se.....	30	73	40	....	ne of sw.....	32	72	41	
ne qr, s hf of nw, sw qr, w hf of se, and ne of se ..	2	71	41		ne qr, e hf of nw, and lw of nw.....	34	72	41	
n hf of ne, se of ne, and e hf of se.....	6	71	41		nw.....	36	72	41	2200.00
e hf, e hf of nw, and e hf of sw.....	8	71	41		n hf of nw.....	6	73	41	
all.....	10	71	41		nw of nw.....	80	73	41	160.86
w hf of nw.....	14	71	41		nw of sw, e hf of sw, and w hf of se.....	8	73	42	
					w hf of nw, w hf of sw, and se of sw.....	12	73	42	

ne qr, and ne of se.....	14	73 24	ne of ne, w hf of ne, e hf of nw, w hf of	18	73 43	
ne of ne, w hf of ne, w hf of se, se of se,	18	73 42	nw, n hf of sw,	20	73 43	
and ne of sw.....			e hf of nw, sw of nw, w hf of sw, and se of sw			
e hf of nw, sw of nw, sw qr, nw of se, and	24	73 42	ne qr, se of nw, s hf of sw, ne of sw, and	30	73 43	
s hf of se.....	30	73 42	nw of se.....	32	73 43	1399.63
w hf of ne, nw qr, e hf of sw, and w hf of se	2	71 43	se of nw.....	2	72 44	
all.....	4	71 43	lot 1.....	12	72 44	
all.....	8	71 43	e hf, e hf of nw, and e hf of sw..	24	72 44	
w of of sw, and e hf of se	10	71 43	ne of ne.....	26	72 44	
w hf of ne, nw qr, and w hf of sw.....	12	71 43	se of ne.....	36	72 44	711.52
nw of nw.....	18	71 43	lot 4, ne of nw and e hf of se.....	12	73 44	
e hf of ne.....	20	71 43	e hf of ne, nw of ne, sw of se, and e hf of se			
e hf, nw qr, n hf of sw, and se of sw.....			se of ne, w hf of sw, se of sw, ne of se,	26	73 44	
w hf of ne, se of ne, w hf of nw, nw of sw,	28	71 43	and lots 1 and 2.....	34	73 44	
nw of se, and e hf of se.....	32	71 43	lot 1.....	36	73 44	721.70
e hf of se.....	34	71 43	e hf of ne, sw of ne, and w hf of se.....	3	71 43	
sw of ne, w hf of nw, se of nw, and s hf...	6	72 43	sw of sw.....	9	71 43	
sw of nw, nw of sw s hf of sw, and sw of se	18	72 43	ne of ne, se of ne, and w hf of se.....	27	71 43	
se qr.....	20	72 43	sw of nw and sw of sw.....	33	71 43	320.00
all.....	22	72 43	ne of ne.....	33	72 43	80.00
w hf of nw, se of nw, sw qr, and nw of se.			e hf of ne.....	19	72 41	40.00
nw of nw, s hf of nw, n hf of sw, w hf of	26	72 43	sw of se	31	71 43	1.65
se, and se of se.....	28	72 43	lot 1.....	26	72 43	
all.....	30	72 43	s hf of sw.....	29	72 43	
e hf of nw, e hf of sw, and e hf of se*...	32	72 43	e hf of nw.....	30	72 43	
e hf of ne, w hf, nw of se, and e hf of se..	34	72 43	sw of se.....	33	72 43	
all.....	36	72 43	e hf of se.....	35	72 43	
s hf of sw.....	6	73 43	n hf of nw.....			360.00
e hf of nw, n hf of sw, and sw of sw.....	8	73 43	Total.....			21952.42
e hf of nw, sw of nw, and w hf of sw.....						

MONONA COUNTY.

se of se.....	23	82 41	se of se.....	2	82 43	
w hf of nw, and nw of sw	24	82 41	se of sw.....	10	82 43	
ne of ne, w hf of ne, and e hf of sw.....	26	82 41	se of nw, sw of sw, and ne of sw.....	20	82 43	
e of ne, and se of se.....	34	82 41	w hf of se.....	30	82 43	280.00

*ne of se of 80, sold by U. S., July 30, 1853.

MONONA COUNTY—CONTINUED.

Parts of Sections.		Acres.	Range	Town	Sec.	Parts of Sections.		Acres.	Range	Town	Sec.	Acres.
e hf of nw, sw of sw, e hf of sw, and w hf of se.	36	83	43	83	43	all.	280.00	...	84	44	32	...
ne of ne, and w hf of ne.	4	84	43	84	43	w hf of nw.		...	84	44	36	2489.17
ne of nw, and ne of sw.	8	84	43	84	43	n hf of nw, and sw of se.			85	44	2	
se of sw.	18	84	43	84	43	s hf of ne, sw of sw, e hf of sw, and w hf of se	247.07	...	85	44	10	
ne of nw.	24	85	43	85	44	nw of nw.			85	44	14	
e hf of ne, and w hf of sw.	34	85	43	85	44	e hf of sw, and se qr.	200.00		85	44	20	
all.	4	82	44	82	44	s hf of ne, nw qr, and sw qr.			85	44	28	
all.	6	82	44	82	44	w hf, and nw of se			85	44	30	1445.85
all.	8	82	44	82	44	all.			82	45	2	
all.	18	82	44	82	44	lot 8.			82	45	4	
all.	20	82	44	82	44	nw, and e hf of sw.			82	45	8	
w hf of nw, and w hf of sw	28	82	44	82	44	w hf of ne, nw qr, nw of sw, e hf of sw, and se			82	45	10	
all.	30	82	44	82	44	n hf.			82	45	12	
w hf of ne.	32	82	44	82	44	ne qr, w hf, and w hf of se.			82	45	14	
se of ne, e hf of sw, and se.	36	82	44	82	44	nw of ne, w hf and se.	4362.29	...	82	45	18	
w hf of ne, sw of nw, e hf of nw, a d s w.	2	83	44	83	44	all.			82	45	20	
all.	6	83	44	83	44	n hf and se qr.			82	45	22	
all.	8	83	44	83	44	ne qr and s hf.			82	45	24	
ne qr, ne of sw, and nw of se.	10	83	44	83	44	all.			82	45	26	
n hf of nw, s hf of sw, and se qr.	18	83	44	83	44	e hf of ne, nw of ne, e hf of se.			82	45	28	
all.	20	83	44	83	44	all.			82	45	30	
nw qr, and w hf of sw.	22	83	44	83	44	all.			82	45	32	
w hf of ne, w hf, and w hf of se.	28	83	44	83	44	all.			82	45	34	
e hf and sw qr.	30	83	44	83	44	all.			82	45	36	7752.05
all.	32	83	44	83	44	s hf of ne, nw qr, and w hf of se.	4635.35	...	83	45	6	
e hf.	6	84	44	84	44	lot 1.			83	45	18	
nw qr, and nw of sw.	8	84	44	84	44	s hf of nw, nw of sw, and se.			83	45	20	
w hf of ne, w hf of se, and w hf.	18	84	44	84	44	e hf of ne, se of sw, and se.			83	45	22	
w hf of sw.	20	84	44	84	44	w hf of sw.			83	45	24	
w hf of ne, e hf of nw, and sw.	24	84	44	84	44	se.			83	45	24	
ne of ne, e hf of nw, nw of nw, s hf of sw,	30	84	44	84	44	all.			83	45	32	
s w of s, and e hf of se.	30	84	44	84	44	all.			83	45	36	1788.48
	2	84	44	84	44	all.			84	45	2	

e hf of nw, nw of nw, and e hf of sw.	10	84 45			e hf of ne, s hf of sw, and se of se.	32	85 40		
ne qr and e hf of nw.	24	84 45			n hf.	34	85 40		
s hf of ne.	36	84 45	....	1172.76	nw qr and n hf of sw.	36	85 46	....	3958.98
all.	2	85 45			n hf.	2	84 47		
w hf and s qr.	12	85 45			nw of ne and s hf.	12	84 47		
all.	14	85 45			lots 3 and 4.	14	84 47		
all.	22	85 45			se of ne and lots 1, 2, and 4.	24	84 47	....	937.73
ne qr and w hf.	24	85 45			n hf and sw qr.	26	85 47		
e hf and nw.	26	85 45			lot 2.	28	85 47		
n hf.	36	85 45	....	3686.58	all.	36	85 47	....	1147.85
all.	4	83 46			all.	5	82 44		
lots 1, 2, 3, 4, 5, and ne of sw.	6	83 46			all.	7	82 44		
e hf of se.	8	83 46			all.	9	82 44		
w hf.	10	83 46			all.	17	82 44		
lots 4 and 5.	12	83 46			all.	19	82 44		
w hf of ne, nw qr, sw qr, and se qr.	14	83 46			nw qr and nw of sw.	21	82 44		
all.	18	83 46			all.	29	82 44		
lots 1, 2, 3, and ne of se.	24	83 46			w hf and nw of ne.	31	82 44	....	4392.93
all.	26	83 46			w hf of sw.	25	85 46	....	80.00
all.	34	83 46			se of ne.	20	82 43		
all.	36	83 46	....	2631.48	ne of nw and w hf of nw.	29	82 43		
n hf of ne, and s hf of se.	8	84 46			sw of sw.	31	82 43	....	196.52
e hf of ne, sw of ne, and se.	10	84 46			se of se.	7	84 43	....	40.00
ne of ne, w hf of ne, w hf of se, and w hf.	14	84 46			ne of sw.	13	85 43		
all.	22	84 46			w hf of nw.	35	85 43	....	120.00
ne of ne, w hf of nw, se of nw, sw qr, & sw of se.	24	84 46			se qr.	3	83 44		
n hf and w hf of sw.	26	84 46			u hf, sw qr, and nw of se.	5	83 44		
e hf, and e hf of nw.	36	84 46	....	2760.00	e hf and nw qr.	7	83 44		
e hf.	8	85 46			sw qr.	9	83 44		
s hf.	14	85 46			w hf of nw qr.	11	83 44		
sw qr and s hf of se.	18	85 46			w hf of nw and w hf of sw.	15	83 44		
e hf and sw qr.	20	85 46			all.	17	83 44		
w hf of nw, se of nw, and sw qr.	22	85 46			e hf.	19	83 44		
w hf of nw.	24	85 46			all.	21	83 44		
e hf and sw qr.	26	85 46			all.	29	83 44		
e hf of ne, w hf of nw, w hf of sw, se of sw, and s hf of se.	28	85 46			all.	31	83 44		
all.	30	85 46			n hf, sw qr, and w hf of se.	33	83 44	....	5059.65

MONONA COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
se qr	7	84 44	44		n hf of ne, e hf of lw, and sw	27	83 45	45	
s hf of se	13	84 44	44		lot 2	31	83 45	45	1186.35
se of ne, w hf of ne, e hf of se, nw of se, and w hf	19	84 44	44		e hf	13	84 45	45	
sw qr and sw of nw	25	84 44	44		s hf of ne, and sw qr	25	84 45	45	
se qr and w hf	29	84 44	44		se	31	84 45	45	720.00
all	31	84 44	44		w hf	1	85 45	45	
w hf of sw	33	84 44	44		ne	3	85 45	45	
se of se and w hf of se	35	84 44	44	2880.02	all	11	85 45	45	
e hf of nw and w hf of sw	11	85 44	44		e hf	13	85 45	45	
n hf, e hf of sw, and sw of sw	15	85 44	44		all	23	85 45	45	
sw qr, and nw of ne	21	85 44	44		n hf of ne, w hf and se	25	85 45	45	
e hf and sw of sw	29	85 44	44		ne	27	85 45	45	3446.61
w hf of nw	31	85 44	44	1244.97	n hf of ne, n hf of nw, and se of ne	1	83 46	46	
all	1	82 45	45		lot 4	2	83 46	46	
lots 1, 2, 3, 4, sw qr, and w hf of se	5	82 45	45		lots 2, 3, 4, 5, 6, nw of nw, s hf of nw and sw	3	83 46	46	
all	11	82 45	45		ne of ne, s hf of ne, e hf of se, ne of nw and lot 1	5	83 46	46	
all	15	82 45	45		lots 2 and 3	7	83 46	46	
s hf	17	82 45	45		all	9	83 46	46	
lots 2 and 3	19	82 45	45		s hf of se, and lots 5, 6, and 7	11	83 46	46	
e hf of ne, sw of ne, and sw	21	82 45	45		lots 1, 5, and 6	13	83 46	46	
all	23	82 45	45		lots 2, 3, 4, and 5, nw qr	15	83 46	46	
all	25	82 45	45		lots 2, 3, and 4, sw of nw, and w hf of sw	25	83 46	46	
e hf, sw qr, e hf of nw, and sw of nw	27	82 45	45		lot 1	27	83 46	46	
all	29	82 45	45		all	35	83 46	46	3031.20
e hf of ne, and e hf of se	31	82 45	45		nw of nw, s hf of nw, and s hf	9	84 46	46	
all	33	82 45	45		nw of sw, w hf of se, and se of se	11	84 46	46	
all	35	82 45	45	7051.53	sw qr	15	84 46	46	
e hf of of se	15	83 45	45		ne	17	84 46	46	
sw of nw, nw of sw, se of ne, and se qr	19	83 45	45		all	23	84 46	46	
w hf of sw, and sw	21	83 45	45		se of ne, w hf of ne, nw qr, e hf	25	84 46	46	
ne	25	83 45	45		of sw, and s hf ne				

all.....	27	84 46	....	2040.00	all.....	35	85 46	....	3479.54
se of se, w hf of se, sw qr, and w hf of nw.	9	85 46			n hf of ne, n hf of nw, sw of ne, and nw of se	1	84 47		
w hf sw.....	13	85 46			all.....	3	84 47		
s hf of nw and w hf of sw.....	15	85 46			lots 1, 2, 3, and 4, ne of nw, and ne qr.....	11	84 47		853.25
se qr and s hf of sw.....	17	85 46			e hf of ne, nw of ne, and nw of nw.....	13	84 47		
n hf of ne, nw qr, w hf of sw, and se of se.....	19	85 46			-e qr.....	13	85 47		
e hf, sw of nw, e hf of nw, and sw qr.....	21	85 46			all.....	25	85 47		
e hf and e hf of nw.....	23	85 46			all.....	27	85 47		
s hf.....	27	85 46			all.....	35	85 47		1569.69
e hf of se, w hf of ne, nw qr, and nw of sw.....	29	85 46			all.....	23	84 47		3.14
ne qr and w hf.....	31	85 46			all.....				77363.98
ne qr and w hf.....	33	85 46							

MONROE COUNTY.

sw of ne.....	24	72 18	....	40.00	sw of sw.....	1	71 19		
s hf of nw.....	30	73 18	....	77.56	n hf of sw, se of sw, and s hf of se.....	3	71 19		
nw of se.....	28	71 19	....	40.00	w hf of se.....	5	71 19		
w hf of se and sw of sw.....	8	72 19			ne of sw.....	11	71 19		360.00
nw of nw and ne of nw.....	18	72 19	....	197.54	nw of ne and se of nw.....	9	72 19		80.00
nw of se.....	19	71 17							
se of sw.....	31	71 17	....	80.00	Total.....				875.10

MONTGOMERY COUNTY.

nw of sw.....	14	71 36			sw of sw.....	8	73 38		
ne of nw.....	26	71 36			w hf of ne.....	14	73 38		
nw of ne.....	28	71 36	....	120.00	nw of sw.....	30	73 38		194.96
se of se.....	6	73 36	....	40.00	se of ne and e hf of se.....	18	71 39		120.00
sw of se.....	20	71 37	....	40.00	sw of nw.....	12	72 39		
ne of ne, w hf of ne, nw qr, nw of se, and e hf of se.....	6	71 38			sw of ne and nw of se.....	36	72 39		120.00
ne of nw and sw of nw.....	18	71 38	....	437.97	nw of sw.....	26	71 36		40.00
ne of ne.....	18	72 38			se of sw.....	28	73 36		40.00
ne of ne, sw of nw, and nw of sw.....	32	72 38	....	160.00	w hf of sw.....	24	71 37		80.00
se of se.....	2	73 38			Total.....				1892.93

se of ne, and nw of se.....	32	69 36	ne of ne.....	36	68 37	....	120.00
n hf of ne, e hf nw, and nw of se.....	34	69 36	n hf of nw, ne of sw, and sw of sw.....	4	69 39	....
n hf of ne, and se of sw.....	4	70 36	se qr.....	6	69 39	....
e hf of ne, and w hf of se.....	8	70 36	w hf and w hf of se.....	8	69 39	....
ne qr, w hf of se, and ne of se.....	20	70 36	sw of nw, and w hf of sw.....	19	69 39	....	821.34
e hf of nw, e hf of sw, and e hf.....	28	70 36	e hf of nw, and nw of nw.....	12	70 39	....
e hf of ne, and e hf of se.....	32	70 36	ne of se, and sw of se.....	14	70 39	....	360 00
e hf of ne, and e hf of se.....	1	67 37	se qr.....	32	70 39	....
e hf of ne, and e hf of se.....	13	67 37	Total.....				9881.43
e hf of ne, and ne of se.....	24	67 37					
e hf of se.....	25	68 37					

PALO ALTO COUNTY.

se of sw.....	15	94 34	se of nw.....	28	95 34	....	2806.19
w hf of nw, and se of nw.....	33	94 34	w hf of ne, ne of sw, se of se, and w hf of se.....	34	95 34	....
w hf of ne, nw of se, and se of se.....	1	95 34	n hf of nw and se of nw.....	2	96 34	....
ne of ne, w hf of ne, sw of se, e hf of sw, and nw of nw.....	2	95 34	se of ne and ne of se.....	3	96 34	....
ne of ne and sw of sw.....	3	95 34	n hf of ne, sw of ne, sw of nw, and nw of sw.....	4	96 34	....
n hf of se and se of se.....	4	95 34	n hf of se, ne of sw, and lots 1, 2, and 3.....	5	96 34	....
ne of ne, n hf of nw, and ne of se.....	5	95 34	n hf nw, se of ne, and sw of sw.....	8	96 34	....
e hf of se and sw of se.....	6	95 34	sw of nw.....	9	96 34	....
se of se.....	7	95 34	n hf of sw.....	10	96 34	....
se of se, e hf of nw, and w hf of sw.....	8	95 34	nw of sw.....	11	96 34	....
n hf of ne, se of ne, ne of nw, sw of nw, and nw of sw.....	9	95 34	w hf of sw and se of sw.....	12	96 34	....
e hf ne, e hf of nw, sw of nw, nw of sw, and se of sw.....	11	95 34	ne of ne, ne of sw, sw of sw, and se of se.....	13	96 34	....
se of nw.....	13	95 34	e hf of se and sw of nw.....	14	96 34	....
se of nw and sw of ne.....	14	95 34	w hf of se.....	17	96 34	....
e hf of sw.....	15	95 34	se of se and lots 4 and 6.....	20	96 34	....
e hf of ne and sw of se.....	17	95 34	e hf of ne.....	21	96 34	....
ne of nw.....	21	95 34	sw of sw.....	23	96 34	....
n hf of ne, n hf of sw, and sw of sw.....	22	95 34	n hf of nw, se of nw, e hf of ne, and ne of se.....	24	96 34	....
sw of se.....	26	95 34	e hf of ne, e hf of se, sw of nw, ne of sw, and sw of sw.....	25	96 34	....
ne of nw, n hf of se, and n hf of sw.....	27	95 34	w hf of nw.....	26	96 34	....
			sw of ne, nw of se, and sw of nw.....	27	96 34	....
			sw of nw, nw of sw, and s hf of sw.....	28	96 34	....

PALO ALTO COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
se qr.	29	96 34			s hf of ne, and ne of se.	28	97 34		
sw of nw and s hf of sw.	32	96 34			lots 1, 2, 3, 4, 5, 6, and 8.	29	97 34		
se of sw.	33	96 34			e hf of ne, sw of ne, e hf of se, and sw of se	33	97 34		
se of se.	34	96 34			n hf of ne, and ne of nw.	34	97 34		
se of nw and s hf of se.	35	96 34		2975.48	ne of ne, se of nw, and se of sw.	35	97 34		
n hf of nw and sw of sw.	1	97 34			nw of nw, and se of se.	36	97 34		5266.36
e hf of se.	2	97 34			lot 3, and w hf of ne.	17	94 31		119.93
se of sw.	3	97 34			lots 4 and 10.	34	94 31		
e hf of se.	4	97 34			lots 7 and 8.	35	94 31		105.44
all.	5	97 34			lots 2, 3, and 4.	5	94 31		
s hf of se.	6	97 34			s hf of sw, and nw of sw.	7	94 31		
ne of ne.	7	97 34			lots 1, 2, 3, and 7.	8	94 31		
w hf of nw and ne of se.	8	97 34			lots 1 and 2.	9	94 31		
nw of sw.	9	97 34			w hf of se.	11	94 31		
ne of ne.	10	97 34			sw of nw.	13	94 31		
n hf of ne, s hf of nw, s hf of sw, and se of se	11	97 34			ne of ne.	14	94 31		
se of nw, sw of sw, and n hf of se.	12	97 34			se of se.	15	94 31		
n hf of sw and sw of sw.	13	97 34			lots 1 and 2.	17	94 31		
w hf of nw, sw of sw, ne of sw, and ne of se	14	97 34			lots 1, 2, 3, and 4.	21	94 31		
se of se, sw of sw, and nw of nw.	15	97 34			lots 2, 3, and 4.	28	94 31		
n hf of ne, w hf of nw, se of nw, and e hf of se	17	97 34			se of se.	31	94 31		
se of ne, and e hf of se.	18	97 34			nw of sw.	32	94 31		
lots 1, 2, 3, 4, and 5.	19	97 34			lot 6.	33	94 31		
lots 2, 3, 4, and 5, and e hf of nw.	20	97 34			lots 1, 2, and 6.	34	94 31		889.07
nw of nw, nw of ne, se of ne, and se of se.	21	97 34			se of ne, and e hf hf se.	7	95 31		
sw of nw, and n hf of se.	22	97 34			nw of sw.	8	95 31		
nw of sw, se of nw, w hf of se, and se of ne	23	97 34			nw of sw.	9	95 31		
sw of nw, and se of ne.	24	97 34			nw of nw.	17	95 31		
ne of ne, w hf of ne, e hf of nw, and e hf of sw	25	97 34			ne of ne.	18	95 31		
w hf of nw.	26	97 34			se of nw, n hf of se, and sw of se.	36	95 31		440.00
nw of ne, se of se, nw of nw, w hf of se,					sw of nw.	13	96 31		
and sw qr.	27	97 34			se of ne.	14	96 31		80.00

sw of sw.....	1	97 31	e hf of ne, s hf of se, and s hf of sw.....	31	95 32	1648.84
w hf of sw.....	2	97 31	sw of nw.....	32	95 32	
ne of se, and n hf of nw.....	3	97 31	ne qr, and ne of sw.....	34	95 32	
w hf of sw.....	4	97 31	sw qr, w hf of nw.....	35	95 32	
e hf of se.....	5	97 31	lot 6.....	5	96 32	
se of se, sw of se, and ne of sw.....	6	97 31	sw of sw.....	29	96 32	
ne of ne, nw of ne, ne of nw, and w hf of sw	7	97 31	nw of nw, and se of se.....	32	96 32	
ne of ne.....	8	97 31	se qr.....	34	96 32	821.00
w hf of nw, s hf of sw, e hf of ne, and e hf of se	9	97 31	n hf nw, and sw of se.....	1	97 32	
nw of nw, and w hf of sw.....	10	97 31	n hf of nw, sw of ne.....	2	97 32	
s hf of sw, sw of nw, and ne of ne.....	11	97 31	w hf of nw, and se of sw.....	6	97 32	
nw of nw, e hf of ne, and ne of se.....	12	97 31	se of se.....	8	97 32	
e hf of ne, s hf of sw, and n hf of sw.....	13	97 31	se of ne, and se of se.....	9	97 32	
se of ne, and n hf of nw.....	14	97 31	w hf of sw.....	10	97 32	
n hf of nw.....	15	97 31	ne of ne.....	11	97 32	
sw of sw.....	24	97 31	w hf of nw, nw of ne, and ne of se.....	12	97 32	
ne of ne.....	26	97 31	sw of se.....	14	97 32	
nw of sw, and sw of sw.....	30	97 31	w hf of nw. nw of sw, and sw of sw.....	15	97 32	
s hf of se, and sw of sw.....	2	94 32	n hf of ne.....	17	97 32	
nw of sw.....	5	94 32	ne of ne.....	22	97 32	
n hf of ne, s hf of se, and ne of se.....	6	94 32	se of ne, ne of nw, and ne of se.....	23	97 32	
n hf of sw, and sw of sw.....	8	94 32	w hf of nw, and w hf of sw.....	24	97 32	1287.82
se of se.....	10	94 32	sw qr.....	2	94 33	
w hf of nw, and w hf of sw.....	11	94 32	n hf of se.....	3	94 33	
se of se.....	12	94 32	n hf of nw.....	4	94 33	
se of se.....	13	94 32	sw qr.....	5	94 33	
se of ne.....	17	94 32	se qr, and sw of ne.....	6	94 33	
ne of ne.....	18	94 32	e hf of nw, w hf of ne, and ne of sw.....	11	94 33	
sw of sw.....	21	94 32	s hf of e, ns hf of nw.....	13	94 33	
se of ne.....	24	94 32	s hf of ne.....	14	94 33	
se of se.....	27	94 32	se of ne.....	17	94 33	
sw of nw, and s hf of ne.....	35	94 32	se of nw, sw of ne, w hf of se, and sw.....	23	94 33	
n hf of nw, and sw of sw.....	2	95 32	sw qr, nw qr, e hf of ne, and e hf of se.....	26	94 33	
ne of ne, s hf of sw, and sw of se.....	3	95 32	nw of nw.....	31	94 33	
e hf of se, se of ne, and nw of nw.....	4	95 32	sw of se, and nw of nw.....	34	94 33	
n hf of nw, and ne qr.....	10	95 32	w hf of ne, e hf of nw, e hf of sw, and w hf			
n hf of nw.....	11	95 32	of se.....	35	94 33	
w hf of nw, and ne of nw.....	19	95 32	s hf of sw.....	36	94 33	2465.77

2151.35

1071.92

PALO ALTO COUNTY—CONTINUED.

Parts of section.		Sec.	Town.	Range	Acres.	Parts of section.	Sec.	Town.	Range	Acres.
sw of se.	.....	3	95 33	95 33		se of ne and e hf of se.	3	94 31	94 31	
nw of ne, and sw qr.	.....	4	95 33	95 33		lots 1, 5, 6, 7, 8, ne of sw, w hf of ne, and nw qr.	5	94 31	94 31	
se of se.	.....	5	95 33	95 33		nw of ne, e hf of ne.	6	94 31	94 31	
w hf of nw.	.....	9	95 33	95 33		lots 5 and 6, and ne of ne.	8	94 31	94 31	
ne of nw.	.....	12	95 33	95 33		n hf of nw, sw of sw, and se of nw	9	94 31	94 31	
nw of se, and w hf of sw.	.....	15	95 33	95 33		e hf of nw.	11	94 31	94 31	
nw of ne.	.....	17	95 33	95 33		w hf of sw.	13	94 31	94 31	
se of se.	.....	18	95 33	95 33		se qr.	17	94 31	94 31	
w hf of ne.	.....	19	95 33	95 33		w hf of se, se of se, and lot 1.	20	94 31	94 31	
ne of ne, and w hf of nw.	.....	20	95 33	95 33		se of se.	22	94 31	94 31	
sw of sw.	.....	21	95 33	95 33		e hf of sw.	23	94 31	94 31	
ne of se, and se of sw.	.....	23	95 33	95 33		sw of sw and ne of ne.	27	94 31	94 31	
nw of sw.	.....	24	95 33	95 33		ne of sw.	28	94 31	94 31	
nw qr.	.....	25	95 33	95 33		lots 5 and 6.	29	94 31	94 31	
e hf of ne, e hf of nw, se qr, and n hf of sw.	.....	26	95 33	95 33		n hf of se, and lots 3, 4, and 5.	33	94 31	94 31	
se of ne, and e hf of se.	.....	27	95 33	95 33		lots 3 and 11.	34	94 31	94 31	
sw of se.	.....	30	95 33	95 33		ne of nw, w hf of ne, n hf of sw, n hf of se, and lots 1, 2, 3, 4, 5, and 6.	35	94 31	94 31	2425.48
s hf of ne, s hf of nw, ne of se, and se of se.	.....	33	95 33	95 33	2093.09	nw of ne and nw qr.	2	95 31	95 31	
w hf of sw.	.....	34	95 33	95 33		n hf of nw.	8	95 31	95 31	
n hf of ne.	.....	35	95 33	95 33		nw of se.	9	95 31	95 31	
n hf of ne.	.....	2	96 33	96 33		ne of sw.	10	95 31	95 31	
n hf of nw.	.....	5	96 33	96 33		s hf of sw.	19	95 31	95 31	
nw of sw.	.....	15	96 33	96 33	213.29	lots 1, 2, 3, and 6.	29	95 31	95 31	
se of sw.	.....	29	96 33	96 33		lots 1, 2, 3, 5, and 6, nw of ne, and n hf of nw	30	96 31	96 31	
n hf of ne	.....	1	97 33	97 33		n hf of ne, e hf of se, se of ne, and n hf of nw.	31	95 31	95 31	
ne of se.	.....	10	97 33	97 33		nw.				
sw of sw.	.....	11	97 33	97 33		w hf of nw, n hf of sw, se of sw, and lots 1				
se of se.	.....	30	97 33	97 33		5, 6, 7 and 8.	32	95 31	95 31	
n hf of ne, se of ne, s hf of sw, and nw of sw	.....	31	97 33	97 33		e hf of ne.	35	95 31	95 31	1785.17
n hf of nw, sw of nw, sw qr, and e hf of se	.....	32	97 33	97 33		se of se.	2	96 31	96 31	
sw of sw.	.....	33	97 33	97 33						
s hf of se.	.....	35	97 33	97 33	897.93					

ne of sw.	8	96 31	ac.	25	95 32	
ne of ne.	9	96 31	lot 1.	26	95 32	
nw of sw.	10	96 31	lots 1, 2, 3, 4, 5, and 6, and ne of ne.	27	95 32	
ne of sw.	11	96 31	nw qr and lots 1, 2, 3, and 4.	28	95 32	2081.99
s hf of nw and sw of sw.	12	96 31	n hf of ne.	29	95 32	
w hf of sw.	13	96 31	lot 8.	30	95 32	
sw of nw and nw of sw.	17	96 31	sw of se.	31	95 32	
w hf of nw and se of nw.	26	96 31	nw of ne and n hf of nw.	32	95 32	
e hf of ne, ne of se, and sw of sw.	27	96 31	s hf of sw.	33	95 32	230.79
se of ne.	28	96 31	ne of se.	34	95 32	
e hf of sw.	29	96 31	se of nw.	35	95 32	
nw of nw, se of nw, ne of ne, ne of sw, and sw of sw.	30	96 31	of se.	36	95 32	120.00
se of sw.	34	96 31	of ne, se qr, ne of sw, and s hf of sw.	37	95 32	
n hf of ne.	35	96 31	of ne.	38	95 32	
se of se.	1	97 31	of ne and nw of se.	39	95 32	
n hf of ne and sw of nw.	2	97 31	qr.	40	95 32	
se of ne.	3	97 31	if, se qr, e hf of sw qr.	41	95 32	
sw of nw.	4	97 31	of sw.	42	95 32	
se of sw and se of se.	5	97 31	of se and w hf.	43	95 32	
ne of se and s hf of se.	6	97 31	qr.	44	95 32	
se of ne.	10	97 31	of se.	45	95 32	
ne of ne.	23	97 31	of ne, se of nw, and n hf of se.	46	95 32	
nw of ne.	28	97 31	of nw.	47	95 32	
nw qr.	33	97 31	if of nw and ne qr.	48	95 32	
sw of sw.	5	94 32	f of sw.	49	95 32	
sw of nw.	13	94 32	of ne.	50	95 32	
e hf of ne and e hf of se.	18	94 32	f of ne, ne of nw, and sw of se.	51	95 32	2533.24
se of nw.	1	95 32	of sw.	52	95 32	
lots 1 and 2, nw of sw and sw of nw.	2	95 32	of ne.	53	95 32	
lots 1, 2, 3, 5, 6, 7, 8, 11, 12, 13, 14, and se of ne.	6	95 32	of ne.	54	95 32	
lots 1 and 2.	7	95 32	qr.	55	95 32	
se of ne.	8	95 32	f of ne.	56	95 32	
lots 2, 3, 4, 5, 6, 7, and 8.	12	95 32	f of ne, and e hf of se.	57	95 32	671.66
lot 4 and se of se.	17	95 32	of sw.	58	95 32	
ne of se.	18	95 32	f of se and e hf of ne.	59	95 32	
lots 1, 5, 6, 7, and 8, ne of ne, and s hf of	23	95 32	hf of sw.	60	95 32	
			of ne.	61	95 32	

PLYMOUTH COUNTY.

ne of se.....	18	90 43	....	40.00	sw of ne, se of ne, nw of se, and se of sw..	4	92 45	....	360.00
se of ne and nw of nw...	24	90 44	....	80.00	se of ne and se qr.....	8	92 45	....	40.00
lots 1 and 4.....	22	90 48	....	82.66	se of nw.....	5	91 45	....	....
lots 1 and 2.....	30	91 48	....	....	ne of sw, and sw of sw.....	2	92 45	....	....
lots 1, 4, and 5.....	32	91 48	....	205.29	se of sw.....	8	92 45	....	....
nw of nw.....	19	92 48	....	40.15	n hf of ne, and n hf of nw.....	10	92 45	....	....
n hf of nw.....	4	93 48	....	....	e hf of se.....	18	92 45	....	360.00
ne of ne and lots 1, 2, 3, and 4.....	5	93 48	....	....	w hf of sw.....	9	90 46	....	....
lots 2 and 3.....	8	93 48	....	....	e hf of ne, e hf of se, and sw of se.....	17	90 46	....	....
lots 1 and 2.....	9	93 48	....	....	ne of ne.....	31	90 46	....	320.00
lots 1, 2 and 3.....	17	93 48	....	....	ne of se.....	2	91 46	....	....
lot 5.....	20	93 48	....	....	w hf of ne, and s hf of nw.....	11	91 46	....	....
lot 1.....	29	93 48	....	....	ne of nw.....	14	91 46	....	....
lots 2 and 3.....	30	93 48	....	....	s hf of ne, se qr, and se of sw.....	15	91 46	....	....
lots 2 and 3.....	31	93 48	....	765.87	se of ne.....	21	91 46	....	....
se of se and lots 5 and 6.....	24	91 49	....	....	w hf.....	22	91 46	....	....
lots 1 and 2.....	25	91 49	....	154.27	nw of ne, nw qr, w hf of sw.....	27	91 46	....	....
lots 1, 2 and 3.....	2	92 49	....	....	e hf of ne, e hf of se, and nw of se.....	28	91 46	....	....
lots 3 and 4.....	11	92 49	....	....	e hf of se.....	33	91 46	....	....
lots 2, 3, 4 and 5.....	14	92 49	....	....	w hf of nw, w hf of sw.....	34	91 46	....	1600.00
lot 3.....	15	92 49	....	....	lot 1.....	27	90 48	....	18.60
lot 1.....	33	92 49	....	428.86	Total.....	....	....	....	4908.29
lot 1, 2, 3, 4 and 5, and sw of se.....	36	93 49	....	318.19					

POCAHONTAS COUNTY.

ne of sw.....	2	91 34	....	....	ne qr, se of nw, n hf of se, and ne of sw.....	6	92 34	....	....
n hf of ne, ne of nw, and e hf of se.....	4	91 34	....	....	nw of ne, and ne of se.....	8	92 34	....	....
sw of se, w hf of sw.....	6	91 34	....	....	w hf of nw, and se of se.....	10	92 34	....	....
nw of nw and ne of se.....	8	91 34	....	....	e hf.....	12	92 34	....	....
w hf of ne, and nw of se.....	10	91 34	....	....	sw of sw.....	14	92 34	....	....
ne of ne, s hf of nw, and sw of sw.....	12	91 34	....	....	nw of ne.....	18	92 34	....	....
se of ne, e hf of nw, and sw of nw.....	14	91 34	....	892.01	s hf of se, and nw of sw.....	20	92 34	....	....
ne qr, and ne of se.....	2	92 34	....	....	e hf of nw, ne of se, and nw of sw.....	24	92 34	....	....
sw of ne, and ne of se.....	4	92 34	....	....			

POCAHONTAS COUNTY--CONTINUED.

Parts of Sections.		Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
w hf of nw.....	26	92	34	2189.97	ne of ne, and w hf of se.....	34	93	34	3597.61
e hf of ne, se of nw, s hf of se, and nw of sw	.....	28	92	34		w hf of nw, ne of se, and n hf of sw.....	36	93	34
nw of se, and ne of sw .....	.....	30	92	34		nw of sw, and se of se.....	8	90	31
ne of sw.....	.....	32	92	34		se of ne, s hf of nw, w hf of sw, and se of sw	10	90	31
sw of ne, ne of nw, and sw of nw.....	.....	34	92	34		ne of ne, sw of ne, nw of sw, and s hf of se..	18	90	31
nw of ne, ne of nw, and ne of se.....	.....	36	92	34		ne of ne, ne of nw, and se of sw.....	20	90	31
sw of nw, nw of se, se of se, and sw of sw..	.....	2	93	34		ne of ne.....	28	90	31
se of ne and e hf of se.....	.....	3	93	34		sw of ne, sw of nw, n hf of sw, se of sw, and	30	90	31
sw of ne, w hf of nw, w hf of sw, and ne of	.....	4	93	34		ne of se.....	32	90	31
sw.....	.....	10	93	34		se of ne.....	36	90	31
sw of ne, nw of se, and ne of sw.....	11	93	34	1060.68	sw of nw and sw of se.....	21	92	31	120.00
se of ne, sw of nw, n hf of se, and nw of sw.	.....	12	93	34		e hf of se and sw of se.....	2	90	32
ne of nw, sw of nw, and nw of sw.....	.....	13	93	34		e hf of se.....	4	90	32
sw of ne, n hf of nw, se of nw, and nw of se	.....	14	93	34		n hf of ne, se of ne, n qr of nw, and se of se.	6	90	32
sw of ne and se of se.....	.....	17	93	34		sw of ne, nw of nw, se of nw, s hf of sw, and	8	90	32
lot 4. ....	.....	18	93	34		e hf of se.....	10	90	32
w hf of sw.....	.....	19	93	34		s hf of ne, n hf of nw, nw of se, and s hf of se	12	90	32
s hf of ne, and ne of nw.....	.....	20	93	34		ue of ne, sw of nw, w hf of sw, and se of se.	14	90	32
e hf of se.....	.....	21	93	34		w hf of nw, ne of sw, and sw of sw.....	18	90	32
s hf of ne, se of nw, n hf of se, and ne of sw.	.....	22	93	34		ne qr, w hf of sw, and e hf of se	20	90	32
nw of ne, and se of se.....	23	93	34	2189.97	n hf of ne, se of ne, e hf of nw, ne of sw, sw	22	90	32	120.00
ne of ne.....	.....	24	93	34		of sw, and ne of se.....	24	90	32
ne of ne, sw of ne, nw of nw, e hf of se,	.....	25	93	34		e hf ne, ne of nw, sw of nw, and ne of se...	26	90	32
sw of se, and se of sw.....	.....	26	93	34		e hf, w hf of nw, nw of sw, and s hf of sw...	28	90	32
n hf of ne, sw of ne, ne of nw, w hf of nw,	.....	27	93	34		n hf of ne, se of ne, n hf of nw, se of nw, ne	30	90	32
nw of se, and w hf of sw.....	.....	28	93	34		of se, sw of se, and sw.....	32	90	32
s hf of ne, and s hf of se.....	.....	29	93	34		nw of ne, se of ne, and se.....	34	90	32
e hf of ne.....	.....	30	93	34		n hf of ne and ne of nw.....	36	90	32
se of nw, nw of se, s hf of se, n hf of sw,	.....	31	93	34		n hf of ne, se of ne, n hf of nw, se qr, and e	38	90	32
and se of sw.....	.....	32	93	34		hf of sw.....	40	90	32
sw of ne, and se of nw.....	33	93	34	2189.97	n hf of ne qr.....	42	90	32	120.00
se of ne, ne of nw, and sw of se.....	.....	34	93	34		ne qr, se of nw, nw of se, n hf of sw, & sw of sw	44	90	32
sw of ne, ne of nw, and ne of se.....	.....	35	93	34					
sw of nw, nw of se, se of se, and sw of sw..	.....	36	93	34					
se of ne and e hf of se.....	.....	37	93	34					
sw of ne, w hf of nw, w hf of sw, and ne of	.....	38	93	34					
sw.....	.....	39	93	34					
sw of ne, nw of se, and ne of sw.....	.....	40	93	34					
se of ne, sw of nw, n hf of se, and nw of sw.	.....	41	93	34					
ne of nw, sw of nw, and nw of sw.....	.....	42	93	34					

nw qr and w hf of sw	36	90 33	45:16 35	se of se	6	92 31	120.00
se of nw, nw of se, and ne of sw	32	91 32	120.00	sw of nw	28	92 31	...
se of ne, n hf of nw, se of nw, nw of se, and se of se	2	90 33		sw of nw	6	93 31	...
se of ne, sw of nw, n hf of se, se of se, and w hf of sw	4	90 33		w hf of se	9	93 31	158.55
sw of ne	6	90 33		ne of ne	17	93 31	...
n hf of ne, nw of nw, s hf of nw, nw of se, s hf of se, and sw qr	8	90 33		sw of ne	1	92 32	
nw of nw, s hf of nw, n hf of sw, and se of sw	10	90 33		ne of ne	2	92 32	
e hf of nw, and e hf of sw	14	90 33		nw of ne and nw of sw	6	92 32	
ne of ne	18	90 33		se of ne	11	92 32	
nw of ne, s hf of ne, w hf of nw, and w hf of sw	22	90 33		ne of se and se of se	13	92 32	304.46
nw of ne and se	24	90 33		se of ne and ne of se	1	93 32	...
se of ne, nw of nw, e hf of se, and se of sw	26	90 33		nw of sw	6	93 32	
se of ne, n hf of nw, and ne of se	28	90 33		se of ne	9	93 32	
se of se	30	90 33		ne of se	10	93 32	
e hf of se	34	90 33		nw of sw	11	93 32	
e hf of ne, se of nw, and e hf of se	36	90 33	2620.80	nw of sw	17	93 32	558.98
w hf of sw	20	91 33		sw of nw and nw of sw	18	93 32	...
nw of ne, se of ne, sw of se, and s hf of sw	26	91 33		se of nw	19	93 32	
e hf	30	91 33		se of se and e hf of sw	28	93 32	
e hf of ne	34	91 33		ne of nw	33	93 32	
lots 11 and 12	13	93 31		e hf of se	6	91 33	160.00
e hf of se qr	25	93 31		nw of nw	8	91 33	53.04
lots 1 and 2	1	92 31		sw of ne	20	91 33	...
n hf of nw	11	92 31		ne of nw	6	92 33	...
e hf of ne	7	90 34		n hf of nw	1	93 33	
w hf of nw qr and ne of nw	8	90 34		se of sw	20	93 33	
sw of se	26	90 34		nw of sw	25	93 33	
ne of se	30	90 34		se of ne, n hf se	26	93 33	
ne of nw	32	90 34		nw of sw	27	93 33	
nw of sw	36	90 34		ne of nw	29	93 33	
s hf of sw	32	91 34		nw of nw	33	93 33	439.94
w hf of nw	4	91 31		ne of ne	6	91 31	43.43
sw of sw	5	92 31		lots 4, 5, and 6	1	92 31	...
				sw of sw	20	92 31	
				se of sw	32	92 31	205.79
				lots 1, 2, 3, 4, 5, 6, 9, and 10, ne of se, and se of ne	13	93 31	...
				ne of nw	17	93 31	...

POCAHONTAS COUNTY.—Continued.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
sw of ne and n hf of nw.....	27	93 31	.....	492.66	ne of se.....	34	90 34	.....	528.82
ne of nw.....	2	91 32	.....	45.65	sw of nw and nw of sw.....	18	91 34	.....
nw of sw.....	5	92 32	.....		uw of sw.....	22	91 34	.....
e hf of nw, nw of se, and se of se.....	7	92 32	.....	200.00	nw of ne and ne of nw.....	30	91 34	.....	204.25
ne of nw.....	4	93 32	...	57.66	w hf of sw.....	34	90 31	.....	50.00
se of se.....	10	93 33	.....		s hf of ne.....	17	92 31	.....
ne of ne.....	15	93 33	.....		se of ne.....	21	92 31	.....	120.00
sw of nw.....	25	93 33	.....	120.00	lots 1, 2, 3, 4, and 6.....	2	93 31	.....
w hf of sw.....	1	92 31	.....		se of ne.....	6	93 31	.....
e hf of ne, sw of ne, and s hf of sw.....	3	92 31	.....	280.60	n hf of se, sw of se, and lots 1 and 2.....	12	93 31	.....
se of nw.....	2	93 31	.....		s hf of ne.....	17	93 31	.....
lots 5, 6 and 7, and se of nw.....	24	93 31	.....		sw of sw.....	22	93 31	.....	376.10
sw of sw.....	27	93 31	.....		ne of se.....	9	93 32	.....
se of sw and sw of sw.....	35	93 31	.....	315.54	nw of sw.....	39	93 32	.....	80.00
se of se.....	5	92 31	.....		sw of sw.....	2	90 33	.....
n hf of ne.....	7	92 31	.....	120.00	ne of ne.....	20	90 33	.....	80.00
nw of nw and se of nw.....	8	93 31	.....		se of ne.....	20	91 33	.....
w hf of sw.....	29	93 31	.....	160.00	w hf of nw and nw of sw.....	32	91 33	.....
s hf of ne.....	2	90 34	.....		nw of ne and nw of sw.....	36	91 33	.....	240.00
nw of ne.....	6	90 34	.....		ne sw of.....	25	93 33	.....
nw of nw.....	18	90 34	.....		s hf of se.....	26	93 33	.....	120.00
nw of ne.....	22	90 34	.....		s hf of se.....	3	92 31	.....
se of ne.....	26	90 34	.....		nw of nw.....	18	92 31	.....	113.33
sw of nw, n hf of sw, and se of sw.....	28	90 34	.....		Total.....				22553.89
sw of nw.....	30	90 34	.....					
se of ne.....	32	90 34	.....					

POLK COUNTY.

lot 8.....	12	77 22	.....	29.30	lot 7.....	30	78 22	.....	45.55
e hf of lot 7.....	2	78 22	.....		se of nw.....	2	70 22	.....

ne of ne.....	6	79 22	all.....	14	81 23	
nw of nw.....	15	79 22	ne of sw.....	20	81 23	
w hf of sw.....	2	80 22	w hf of ne, w hf, w hf of se, and se of se.	24	81 23	129.67
e hf, nw qr, n hf of sw, and se of sw.....	4	80 22	se of ne, and ne of se.....	30	81 23	
e hf of ne, w hf of nw, sw qr, and e hf of se.....	10	80 22	se of ne.....	32	81 23	1904.19
n hf of nw, w hf of sw, se of sw, e hf of se and ne.....	14	80 22	sw of se.....	34	81 23	
nw of se, and sw qr.....	18	80 22	n hf of ne, se of nw, n hf of nw and sw of sw	2	80 24	
se of nw, and e hf of sw.....	20	80 22	ne qr, nw of nw, sw of nw and n hf of se..	4	80 24	
ne of ne.....	22	80 22	se of se.....	10	80 24	
ne qr, n hf of nw, nw of sw, se of sw, and s hf of se.....	24	80 22	ne of se.....	36	80 24	759.02
w hf of nw.....	26	80 22	n hf of ne, sw of ne, n hf of nw, sw of nw, and w hf of sw.....	2	81 24	
ne of ne, e hf of nw, and se of se.....	28	80 22	ne qr, se of nw, and ne of se..	4	81 24	
sw of ne, sw of nw, nw of sw, s hf of se, and sw qr.....	30	80 22	se of nw and ne of sw.....	6	81 24	
nw of nw.....	32	80 22	se of ne, nw of nw, nw of sw, and s hf of sw.	8	81 24	
e hf, ne of nw and sw of sw.....	34	81 22	ne of ne, and sw of ne.....	10	81 24	
e hf, sw qr, e hf of nw, and sw of nw.....	36	81 22	se of ne, w hf of se, and s hf of sw.....	12	81 24	2939.95
sw of nw, w hf of sw, and se of sw.....	38	81 22	ne qr, e hf of se.....	14	81 24	
lots 6, 7, and 8.....	40	81 22	sw of ne, nw of se, and ne of sw.....	16	81 24	
lot 2 and se of se.....	42	81 22	sw of ne, se of nw, and se of se.....	18	81 24	
lot 3.....	44	81 22	nw of ne, nw of sw, se of sw, and s hf of se.	20	81 24	1430.40
se of se.....	46	81 22	w hf of ne, s hf of nw, n hf of se, sw of se, n hf of sw, se of sw.....	22	81 24	
se of se.....	48	81 22	s hf of nw, n hf of sw, n hf of se, and sw of se.	24	81 24	247.65
se of ne, and nw of nw.....	50	81 22	nw of ne, se of ne, n hf of nw, se of nw, se qr, and nw of sw.....	26	81 24	
sw of sw.....	52	81 22	qr, and nw of sw.....	28	81 24	160.00
ne of sw.....	54	81 22	nw of ne, ne of nw, w hf of se and sw qr..	30	81 24	
ne of ne, sw of ne, se of nw, ne of se, and sw of se.....	56	81 22	e hf of sw, and n hf of nw.....	32	81 24	
sw of ne, sw of ne, se of nw, ne of se, and sw of se.....	58	81 22	n hf of ne, se of ne, se qr, n hf of sw, and sw of sw.....	34	81 24	3720.13
lots 6, 7, and 8.....	60	81 22	lot 5.....	36	81 24	
lot 2 and se of se.....	62	81 22	lot 5.....	38	81 24	
lot 3.....	64	81 22	lot 5.....	40	81 24	
se of se.....	66	81 22	lot 5.....	42	81 24	
se of se.....	68	81 22	lot 5.....	44	81 24	
se of ne, and nw of nw.....	70	81 22	lot 5.....	46	81 24	
sw of sw.....	72	81 22	lot 5.....	48	81 24	
ne of sw.....	74	81 22	lot 5.....	50	81 24	
ne of ne, sw of ne, se of nw, ne of se, and sw of se.....	76	81 22	lot 5.....	52	81 24	
sw of ne, ne of sw.....	78	81 22	lot 5.....	54	81 24	
ne of se and sw of se.....	80	81 22	lot 5.....	56	81 24	
sw of ne.....	82	81 22	lot 5.....	58	81 24	
ne of nw.....	84	81 22	lot 5.....	60	81 24	
nw qr, sw qr, and s hf of se.....	86	81 22	lot 5.....	62	81 24	
se qr.....	88	81 22	lot 5.....	64	81 24	

POLK COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
nw of ne, nw of sw, and n hf of se	20	80	25		n hf of ne, se of ne, and ne of se	3	81	24	
ne of ne	22	80	25		s hf of ne, se of nw, and ne of se	5	81	24	
ne of ne	28	80	25		n hf of ne, se of ne, and e hf of se	7	81	24	
nw of ne	30	80	25		nw of ne, se of ne, se of nw and ne of se	9	81	24	
ne qr, n hf of se, and sw of se	34	80	25	729.05	nw of ne, ne of nw, se of ne, nw of se, and s hf of sw	11	81	24	
n hf of ne, and s hf of nw	2	81	25		ne of sw	20	81	24	1131.87
ne of nw, and se of se	12	81	25		s hf of nw	1	81	25	80.00
se of se	14	81	25	267.64					
se of nw	3	81	23	40.00					
n hf of nw, s hf of nw, and nw of sw	1	81	24		Total				14596.20

POTTAWATTAMIE COUNTY.

w hf	8	76	39		e hf, nw qr, and n hf of sw	34	75	40	
all	18	76	39		nw qr, and w hf of sw	35	75	40	1955.59
nw qr	30	76	39	1060.40	e hf	34	76	40	
nw of nw	4	77	39		ne qr, and w hf	36	76	40	800.00
all	8	77	39		ne of nw, and w hf of sw	10	74	41	
sw qr, s hf of nw, and n hf of ne	10	77	39		ne of nw, sw of nw, and se of sw	28	74	41	
e hf of se	18	77	39		ne of nw	32	74	41	280.00
all	20	77	39		sw of sw, and ne of sw	26	75	41	
all	32	77	39	2360.65	w hf of se	34	75	41	160.00
s hf of ne, and s hf of sw	10	74	40		e hf of se	6	77	41	
ne of ne, and sw of ne	22	74	40		w hf of ne, and w hf of se	18	77	41	240.00
nw of se, ne qr, and nw qr	34	74	40	600.00	s hf of ne	4	74	42	
ne of ne, and w hf of ne	2	75	40		e hf of nw, and w hf of sw	28	74	42	
sw of sw	12	75	40		e hf of ne, and se	32	74	42	480.00
nw of ne, n hf nw, s hf of sw, and s hf of se	14	75	40		w hf of nw	22	75	42	
ne qr, and e hf of se	22	75	40		w hf of nw, and w hf of sw	34	75	42	240.00
w hf of ne, and w hf	26	75	40		ne of nw, and w hf of sw	2	70	42	
e hf of se	27	75	40		nw of ne, nw qr, and nw of sw	10	76	42	

se of sw and w hf of se.....	20	76 42			w hf of ne, nw qr, and se qr.....	34	76 44	4225.49
w hf of nw.....	36	76 42	....	551.25	n hf, w hf of sw, and se qr.....	6	77 44	
e hf of ne, s hf of sw, w hf of se, and ne of se	8	77 42			e hf and sw qr.....	8	77 44	
se of ne and w hf of se.....	18	77 42			sw qr and sw of se.....	10	77 44	
se qr.....	26	77 42	....	560.00	all.....	18	77 44	
e hf and nw qr.....	18	74 43			e hf of ne, se qr, and lot 2.....	20	77 44	
all.....	20	74 43			all.....	22	77 44	
sw of sw.....	22	74 43			w hf.....	26	77 44	
all.....	28	74 43			lot 1.....	30	77 44	
e hf, e hf of nw, nw of nw, sw of sw, and e	30	74 43			all.....	32	77 44	
hf of sw.....	32	74 43		2726 33	ne of ne, s hf of ne, n hf of nw, sw of nw,	34	77 44	3827 15
n hf and e hf of se.....	6	76 43	....	200.00	sw qr, e hf of se, and sw of se.....	5	77 44	332.02
s hf of ne, ne of se, and s hf of se.....	24	77 43			n hf.....	3	74 40	
w hf of se.....	26	77 43			n hf of ne.....	34	74 40	163 29
nw of nw.....	28	77 43			e hf of sw and sw of sw.....			
w hf of se.....	32	77 43	....	280.00	lots 1, 2, 3, 4, 5, and 6, n hf of ne, nw qr.	3	76 44	
e hf of se.....	10	74 44			and w hf of sw.....	5	76 44	
w hf of nw and w hf of sw.....	22	74 44			lot 1.....			
all.....	24	74 44			ne qr, w hf of nw, e hf of se, and w hf of	9	76 44	
e hf of se.....	26	74 44			sw.....	17	76 44	
lots 1, 2, and 3, and se of se.....	34	74 44			lots 1 and 2.....	21	76 44	
lot 1.....	36	74 44			lots 1, 2 and 3, e hf of ne, and nw of ne. .	30	76 44	
s hf of ne, nw qr, ne of sw and se qr	4	75 44	....	1380.63	ne of sw.....	31	76 44	1636.84
all.....	10	75 44			n hf of ne, se of ne, and lots 2, 3, and 4.....	7	77 44	
lot 2.....	14	75 44	....	439.85	e hf of nw, n hf of ne, e hf sw, nw of nw,	17	77 44	
lots 4, 5, 6, 7, and 8.....	2	76 44			ne of sw, and sw qr of sw.....	19	77 44	
n hf of nw and lot 1.....	4	76 44			all.....	21	77 41	
ne of ne, lots 1, 2, 3, e hf of se, and sw of se	8	76 44			lot 1.....	27	77 44	
s hf of ne, e hf of se, and lots 1, 2, and 3.....	10	76 44			ne qr.....	29	77 44	
ne of nw, w hf of nw, w hf of sw, se of se,	12	76 44			ne qr and n hf of se.....	31	77 44	
and lots 1, 2, and 4.....	14	76 44			lots 1 and 2, ne qr, e hf of nw, nw of se,	33	77 44	2338.15
ne qr, ne of se, and w hf of se.....	22	76 44			ne of sw, and sw of sw.....	24	76 40	320.00
sw of ne, w hf, and nw of se.....	26	76 44			lots 1 and 2.....			
all.....	28	76 44			lot 2, ne qr, n hf of se, se of se, and ne of sw			
nw of nw.....	30	76 44			e hf.....			
all.....	32	76 44			Total..			25157.53
e hf, e hf of nw, and se of sw.....								
ne qr, w hf, w hf of se, and ne of se								

RINGGOLD COUNTY.

Parts of Sections.	Section	Range	Acres.	Parts of Sections.	Section	Range	Acres.
sw of ne.....	24	67 29	80.00	ne of sw.....	3	67 29	80.00
lot 2.....	25	67 28	...	sw of nw.....	13	67 29	...
ne of sw.....	3	67 29	...	nw of se.....	15	68 29	...
nw of nw.....	13	67 29	...	ne of ne.....	27	68 29	20.00
nw of se.....	15	68 29	...	se of sw.....	35	68 30	40.00
ne of ne.....	27	68 29	...	sw of ne.....	30	70 30	40.00
se of sw.....	35	68 30	...	sw of ne.....	10	67 31	40.00
sw of ne.....	30	70 30	...	se of sw.....	3	68 31	...
sw of ne.....	10	67 31	...	nw of nw, and sw of ne.....	10	68 31	...
se of sw.....	3	68 31	...	se of ne.....	28	68 31	...
nw of nw, and sw of ne.....	10	68 31	...	w hf of ne, and e hf of nw.....	29	68 31	320.00
sw of se.....	28	69 31	...	nw of se.....	28	69 31	40.00
n hf of sw.....	27	70 31	...	n hf of sw.....	27	70 31	80.00
nw of ne.....	24	67 28	...	Total.....	...	...	1400.00
lot 2.....	25	67 28	90.00				

SAC COUNTY.

ne of ne.....	4	87 35	58.84	se of se.....	26	87 35	480.00
n hf of ne.....	2	88 35	126.74	ne of se, nw of se, and se of se.....	2	88 36	...
nw of sw, and sw of sw.....	6	89 35	...	w hf of se, and e hf of sw.....	6	88 36	440.00
se of se, and lots 2 and 3.....	8	89 35	...	s hf of sw, and n hf of sw.....	32	89 36	...
se of se, and nw of s.....	14	89 35	...	sw of sw, and ne of sw.....	4	89 36	...
e hf of ne, and s hf of se.....	24	89 35	...	s hf of se, and e hf of ne.....	8	89 36	...
sw of se.....	26	89 35	...	e hf of ne, n hf of nw, and sw of sw.....	20	89 36	...
ne of ne.....	36	89 35	512.66	se of sw.....	22	89 36	...
se of se.....	6	87 36	...	nw of sw.....	28	89 36	720.00
nw of sw, sw of nw, and se of se.....	8	87 36	...	ne of ne, n hf of sw, and s hf of sw.....	34	88 37	103.31
e hf of ne, and e hf of se.....	18	87 36	...	ne of ne, and ne of sw.....	6	89 37	...
nw of nw, and ne of ne.....	20	87 36	...	e hf of ne, sw of se, se of sw, w hf of sw, sw of nw, and se of ne.....	10	89 37	...
nw of sw.....	23	87 36	...				

s hf of sw.....	20	89 37	ne qr, e hf of nw, se qr, and e hf of sw.....	14	86 37
e hf of ne, sw of ne, nw of sw, and ne of se.....	22	89 37	nw of nw, and nw of sw.....	24	86 37
e hf of sw, nw of sw, and s hf of nw.....	26	89 37	ne of nw.....	26	86 37
n hf of ne, se of ne, se qr, s hf of nw, and nw of nw.....	34	89 37	ne of ne.....	28	87 37
ne of nw.....	34	89 38	ne of se se of ne, and sw of ne.....	32	87 37
se of ne.....	20	86 35	ne of sw.....	34	87 37
ne of nw, and nw of nw.....	28	86 35	s hf of sw, s hf of ne, and se.....	2	89 37
sw of sw, and ne of sw.....	12	86 36			
ne of nw, nw of ne, se of ne, and ne of se.....	8	86 37	Total.....		5111.35

SCOTT COUNTY.

lots 3 and 4, and sw of nw.....	4	80	4	s hf of nw, nw of sw, lot 4, and ne qr.....	24	80	5
nw of ne, e hf of ne, and e hf of sw.....	6	80	4	unnumbered lot in nw, and unnumbered lot in sw.....	36	80	5
nw qr, w hf of ne, ne of ne, se of se, and w hf of sw.....	10	80	4	ne of sw.....	4	79	1
lots 7 and 8.....	13	80	5	lot 7.....	6	80	2
se of se.....	14	80	5	lots 1 and 2, se of nw, ne qr, se qr, and sw qr.....	3	80	4
lot 6.....	15	80	5	lots 1 and 3, nw of nw, and se of nw.....	5	80	4
lots 5 and 6.....	17	80	5				
lots 6 and 7.....	18	80	5	Total.....			
lots 1 and 2, and nw of nw.....	22	80	5				2243.17

NOTE.—The ne qr, section 24, township 85, range 5, east, was erroneously patented—the same having never been approved as swamp.

SHELBY COUNTY

ne of ne.....	20	78 37	W	e hf of se.....	18	80 38	W
se qr.....	14	80 37		ne of nw, sw of nw, and w hf of sw.....	22	80 38	
s hf of se, and se of sw.....	22	80 37		e hf of ne, and e hf of se.....	28	80 38	
n hf of ne.....	6	79 38		w hf of nw, and e hf of se.....	30	80 38	
nw of se.....	18	79 38		sw of nw.....	34	80 38	
ne of sw.....	26	79 38		e hf of ne, sw of ne, n hf of sw, and n hf of se.....	36	81 38	
se of nw.....	30	79 38		sw of sw.....	12	78 39	
n hf of ne, and n hf of nw.....	2	80 38		nw of sw.....	22	78 39	
w hf of nw, and se.....	8	80 38		sw of se.....	32	78 39	
sw of nw.....	10	80 38		nw of nw.....	2	79 39	

SHELBY COUNTY—CONTINUED.

Parts of Sections.				Parts of Sections.				Acres.		
Sec.	Town.	Range.		Sec.	Town.	Range.		Sec.	Town.	Range.
10	79	39	w hf of ne, w hf of se, and ne of se	17	79	38	w hf of nw.....	17	79	38
			nw of ne, n hf of nw, sw of nw, nw of sw, and se of sw.....				Total.....			
14	80	40								
							</			

SIoux COUNTY.

e hf of sw, w hf of ne, and ne of nw.....	3	95	43	....	n hf of ne, sw of ne, sw qr, and nw qr.....	15	97	46	....	2325.73
se of ne, n hf of se, and sw of sw	9	95	43	....	s hf of se.....	17	97	46	....
w hf of nw.....	10	95	43	....	se qr, e hf of ne, and sw qr.....	19	97	46	....
sw of se and ne of se.....	20	95	43	....	nw qr, n hf of sw, and sw of sw.....	20	97	46	....
w hf of nw.....	21	95	43	....	n hf of ne and ne of nw	21	97	46	....
n hf of nw.....	29	95	43	....	nw of nw.....	22	97	46	....
e hf of ne, sw of ne, ne of sw, nw of se, and sw of sw.....	30	95	43	....	nw of ne, ne of nw, and w hf of nw	30	97	46	....
ne of ne.....	2	94	44	....	s hf of se and se of sw.....	24	97	47	....
nw of nw.....	14	94	44	....	ne qr, e hf of nw, sw of nw, and n hf of sw	25	97	47	....
w hf of nw.....	22	94	44	....	s hf of ne, n hf of se, sw of se, and se of sw	26	97	47	....
se of se.....	25	95	44	....	ne qr, nw of se, and s hf of se.....	34	97	47	....
nw of ne, n hf of nw, and sw of nw.....	36	95	44	....	nw of ne, n hf of nw, and sw of nw	35	97	47	....	1160.00
w hf of sw and se of nw	31	97	44	....	lot 3.....	9	94	48	....
sw of nw, se of se, and w hf of se.	2	97	46	....	lot 4.....	15	94	48	....	76.87
se of se.....	3	97	46	....	lot 1.....	28	95	48	....	1.30
e hf of ne, se of sw, and se qr.	10	97	46	....	lot 1.....	23	97	48	....
nw of ne, nw qr, and w hf of sw.....	11	97	46	....	lots 1, 2, and 3.....	26	97	48	....	65.87
nw of nw.....	14	97	46	....	Total.....	....	....	....	....	5017.10

STORY COUNTY.

se of ne and nw of ne.....	2	82	21	....	se of se.....	6	82	21	....	203.87
sw of nw.....	4	82	21	....	sw of nw.....	20	82	21	....

w hf of ne, w hf of nw, ne of sw, and sw of sw.....	2	83 21			nw of ne, and w hf of sw.....	24	83 23		
ne of se, and sw of se.....	4	83 21			nw of ne, and ne of sw.....	26	83 23		
nw of ne.....	8	83 21			ne qr, and ne of se.....	30	83 23		
nw of ne.....	10	83 21			sw of ne, w hf, nw of se, and s hf of se.....	32	83 23	1410.77	
se of se.....	20	83 21			nw of se.....	8	84 23		
ne of se.....	22	83 21			se of ne.....	10	84 23		
se of ne.....	28	83 21			nw of nw.....	26	84 23	120.00	
ne of ne.....	32	83 21			sw of sw.....	4	85 23		
nw of nw.....	22	84 21			se of ne.....	6	85 23		
ne of se.....	28	84 21			nw of sw.....	8	85 23		
se of sw.....	30	84 21			ne of nw.....	10	85 23		
nw of se.....	32	84 21			nw of nw, and sw of se.....	20	85 23		
nw of sw.....	36	84 21			sw of sw.....	26	85 23		
e hf of ne.....	18	82 22			se of ne.....	32	85 23		
sw of sw.....	20	82 22			ne of sw.....	34	85 23	360 00	
nw of se.....	22	82 22			nw of sw.....	10	82 24		
s hf of se.....	28	82 22			se of sw.....	20	82 24		
se of nw, s hf of se, and n hf of sw.....	34	82 22			sw of se.....	22	82 24		
sw of se.....	4	83 22			ne of nw.....	26	82 24		
s hf of ne.....	26	83 22			nw of ne.....	28	82 24		
sw qr, and sw of se.....	28	83 22			ne of ne.....	30	82 24		
ne of nw.....	4	84 22			e hf of ne, sw of ne, nw of se, and ne of sw	34	82 24		
nw of sw.....	26	84 22			ne of nw.....	36	82 24	480.00	
nw of nw, and e hf of ne.....	32	84 22			se qr.....	10	83 24		
nw of se.....	36	84 22			w hf, and e hf of se.....	12	83 24		
nw of sw.....	2	82 23			w hf of ne, n hf of nw, se of nw, ne of sw,	24	83 24		
w hf of nw, and w hf of sw.....	4	82 23			n hf of se, and se of se.....	28	83 24	960.00	
ne qr, e hf of nw, s hf of sw, ne of sw, & se qr	8	82 23			ne of se.....	2	84 24		
se of se, and ne of nw.....	14	82 23			se of ne, and sw of sw.....	4	84 24		
w hf of nw.....	22	82 23			sw of nw, and nw of sw.....	6	84 24		
nw of nw.....	24	82 23			ne of ne, sw of nw, and se of se.....	10	84 24		
e hf of ne, and e hf of se.....	34	82 23			ne of nw.....	22	84 24		
e hf of nw, and ne of sw.....	2	83 23			s hf of se, nw of se, se of nw, and sw	26	84 24		
w hf of nw, and sw of se.....	4	83 23			qr.....	26	84 24		
se of sw.....	10	83 23			ne of se.....	36	84 24	783.76	
w hf of nw, nw of sw, s hf of sw, and sw of se	18	83 23			nw of nw, se of nw.....	2	85 24		
se of se.....	22	83 23			sw of sw, and sw of se.....	10	85 24		
					ne of ne, ne of nw, and nw of se.....				

STORY COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
nw of sw.....	14	85	24		w hf of ne.....	5	83	22	
nw of ne.....	22	85	24		sw of se.....	9	83	22	
sw of ne.....	24	85	24		se of nw and ne of sw.....	15	83	22	
se of ne, and ne of nw.....	28	85	24	400.00	sw of sw.....	21	83	22	
sw of ne, se of nw, sw of nw, ne of sw, nw of sw, se of sw, sw of se, and nw of se.....	1	82	21		nw of ne.....	25	83	22	378.84
ne of se.....	5	82	21		ne of se.....	29	83	22	
nw of nw and se of nw.....	9	82	21		sw of nw and se of sw.....	9	84	22	
sw of nw.....	15	82	21		sw of nw.....	11	84	22	
ne of sw.....	19	82	21		sw of se.....	21	84	22	
nw of nw.....	29	82	21		nw of ne.....	31	84	22	
w hf of nw.....	1	83	21	560.00	ne of nw.....	35	84	22	240.00
se of se and w hf of nw.....	3	83	21		ne of ne, nw of ne, sw of ne, se of ne, ne of nw, nw of nw, se of nw, sw of nw, ne of se, and nw of se.....	5	82	23	
se of sw.....	9	83	21		ne of nw, nw of nw, se of nw, sw of nw, nw of se, and sw of se.....	9	82	23	
sw of nw.....	11	83	21		nw of se.....	13	82	23	
ne of se.....	17	83	21		ne of ne, se of ne, and ne of se.....	17	82	23	
ne of se.....	20	83	21		ne of ne and sw of sw.....	21	82	23	
se of sw.....	21	83	21	421.19	nw of ne and se of ne.....	25	82	23	
nw of sw and se of sw.....	35	83	21		sw of ne and nw of se.....	27	82	23	
se of se.....	7	84	21		nw of nw, sw of nw, ne of sw, nw of sw, se of sw, and sw of sw.....	35	82	23	1282.88
nw of ne.....	21	84	21		w hf of ne.....	3	83	23	
nw of sw.....	25	84	21		w hf of ne.....	5	83	23	
nw of nw.....	27	84	21		sw of sw.....	7	83	23	
ne of se.....	31	84	21		sw of se and nw of se.....	9	83	23	
se of se.....	33	84	21		se of se and sw of se.....	13	83	23	
sw of ne.....	34	84	21	400.00	nw of se.....	15	83	23	
se of nw, se of se, and nw of se.....	35	84	21		nw of ne, sw of ne, ne of nw, se of nw, se of nw, nw of nw, nw of se, ne of se, se of se, and sw of se.....	19	83	23	
se of se.....	9	82	22						
nw of ne.....	17	82	22						
ne of ne, nw of ne, se of ne, ne of nw, and nw of nw.....	33	82	22	280.00					
w hf of ne and ne of se.....	1	83	22						

sw of se.....	21	83	23	ne of ne.....	29	82	24	
nw of nw, ne of sw, and ne of se.....	23	83	23	w hf of ne, e hf of nw, sw of nw, se of sw, w hf of sw, and w hf of se.....	35	82	24	500.00
ne of ne, nw of sw and sw of sw.....	29	83	23	se of sw, and sw of sw.....	1	83	24	
ne of ne and se of ne.....	31	83	23	s hf of ne, ne of se, and nw of sw.....	11	83	24	
sw of sw.....	35	83	23	e hf of ne, nw of nw, s hf of sw and ne of se	13	83	24	
se of nw, and sw of ne.....	9	84	23	ne of ne.....	25	83	24	
ne of sw, and sw of ne.....	11	84	23	sw of sw.....	27	83	24	
nw of ne.....	17	84	23	ne of ne.....	33	83	24	600.00
sw of sw.....	21	84	23	se of ne.....	3	84	24	
sw of nw.....	23	84	23	ne of ne and n hf of sw.....	7	84	24	
ne of ne, nw of ne, and se of ne.....	27	84	23	se of nw, and nw of sw.....	19	84	24	
sw of nw.....	29	84	23	se of ne.....	29	84	24	284.92
sw of se.....	34	84	23	ne of se, and s hf of sw.....	3	85	24	
nw of sw.....	35	84	23	s hf of se.....	4	85	24	
sw of nw.....	3	85	23	nw of se, and se of se.....	5	85	24	
nw of ne and sw of nw.....	5	85	23	se of se.....	9	85	24	
sw of nw.....	8	85	23	e hf of nw, ne of sw, and sw of sw.....	13	85	24	
se of se.....	11	85	23	ne of ne, and ne of sw.....	15	85	24	
ne of nw and ne of sw.....	15	85	23	sw of se.....	21	85	24	
ne of ne, and ne of sw.....	19	85	23	sw of nw.....	23	85	24	
nw of ne.....	21	85	23	sw of sw.....	27	85	24	
se of nw, and ne of sw.....	25	85	23	ne of ne, and w hf of nw.....	29	85	24	
se of sw.....	27	85	23	sw of sw.....	31	85	24	
ne of nw.....	35	85	23	sw of sw.....	35	85	24	885.65
sw of sw.....	3	82	24					
se of se.....	21	82	24					
se of se.....	23	82	24	Total.....				15640.19

TAMA COUNTY.

se of se.....	10	84	16	40.00
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TAYLOR COUNTY.

w hf of ne, ne of ne, and nw of se.....	20	67	34	lot 2.....	31	67	34	226.73
sw of sw.....	29	67	34	sw of sw.....	9	68	34	40.00

TAMA COUNTY—CONTINUED.

Parts of section.	Sec.	Town.	Range.	Acres.	Parts of section.	Sec.	Town.	Range.	Acres.
se of nw, s hf of sw, ne of sw, n hf of se, and se of se	3	67	35		se of nw and nw of nw	22	68	35	
n hf of nw	10	67	35		w hf of ne and w hf of se	27	68	35	
w hf of sw and ne of sw	15	67	35		sw of se, sw of nw, n hf of sw, and se of sw	34	68	35	680.00
nw of nw	24	67	35		nw of ne	24	69	35	40.00
lot 1, or e hf, and lot 2, or w hf.	34	67	35		sw of sw and sw of ne	22	67	32	50.00
lot 1, or e hf.	35	67	35	688.82	ne of ne	4	68	33	38.53
nw of nw, se of nw, w hf of se, and e hf of sw	15	68	35		ne of nw and nw of ne	14	67	32	80.00
					Total				1874.08

UNION COUNTY.

sw of se	24	71	30		ne of sw	34	71	30	80.00
					Total				80.00

VAN BUREN COUNTY.

ne of nw	3	67	10	40.00	sw of sw	23	68	11	
se of nw and sw of ne	33	68	10	80.00	ne of ne	26	68	11	200.00
se of nw	12	67	11	40.00	se of nw	22	68	11	40.00
sw of sw	15	68	11						
se of se	22	68	11		Total				400.00

WASHINGTON COUNTY.

ne of se	10	77	6		se of ne	13	77	8	
sw of se	12	77	6		nw of nw	15	77	8	80.00
se of se	36	77	6	120.00	nw of nw	26	76	9	40.00
ne of ne and w hf of ne	18	77	7	120.00	s hf of se and s hf of sw	3	77	9	

sw of nw, and s hf of sw.....	3	77	9		w hf of nw.....	36	74	8	280.00
nw of se, and s hf of ne.....	4	77	9		nw of se, ne of sw, and s hf of sw.....	5	74	9	
nc of se.....	5	77	9		sw of ne, se of nw, and se of ne.....	7	74	9	
se of se, w hf of nw, and nw of sw.....	6	77	9		w hf of sw, se of sw, and s hf of se.....	8	74	9	
nw of nw.....	9	77	9		w hf of ne, and e hf of nw.....	9	74	9	
n hf, and ne of sw.....	10	77	9		n hf of ne, ne of nw, and sw of nw.....	10	74	9	
n hf of ne, and n hf of nw.....	11	77	9		ne of se.....	12	74	9	800.00
w hf of sw, and se of sw.....	20	74	6		ne of ne.....	19	77	7	40.00
ne of se.....	30	75	6		se of se.....	9	77	8	
ne of ne.....	9	74	7		ne of ne.....	10	77	8	80.00
nw of se.....	11	74	7		e hf of se.....	3	77	9	
sw of sw.....	12	74	7		s hf of nw.....	11	77	9	160.00
se of se, and nw of se.....	14	74	7		s hf of se.....	21	74	8	80.00
nw of nw.....	24	74	7		nw of sw.....	7	74	8	
se of nw.....	7	74	8		sw of sw.....	25	74	8	
se of se.....	18	74	8		ne of ne.....	35	74	8	107.95
sw of se.....	20	74	8		w hf of ne.....	17	74	9	80.00
sw of se.....	26	74	8						
nw of ne.....	28	74	8		Total.....				3643.39

WAYNE COUNTY.

se of se.....	6	69	20	40.00
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WEBSTER COUNTY.

nw of se.....	24	86	27		e hf of ne, and sw of se.....	26	90	27	
sw qr.....	6	88	27		s hf of nw, nw of nw, n hf of sw, and sw	28	90	27	
se of ne.....	6	89	27		of sw.....	32	90	27	1251.61
s hf of se, and ne of se.....	8	89	27		n hf of ne.....	6	86	28	
se qr.....	30	89	27		n hf of nw, se of nw, n hf of ne, sw of ne,	18	86	28	
nw qr.....	6	90	27		w hf of se, and ne of sw.....	20	86	28	
sw of nw, and w hf of sw.....	10	90	27		s hf of se.....	30	86	28	
s hf of se, se of sw, nw of sw, and sw of nw	18	90	27		nw of sw.....	32	86	28	
ne of sw, nw of nw, se of nw, sw of ne, ne	20	90	27		nw of ne, and sw of se.....				
of ne, and se of se.....	24	90	27		e hf of se, sw of se, w hf of nw, ne of nw,				
ne of nw, and sw of nw.....					nw of sw, and e hf of ne.....				895.65

WEBSTER COUNTY--CONTINUED.

Parts of Sections.	%	Town.	Range.	Acres.	Parts of Sections.	%	Town.	Range.	Acres.
nw of nw.....	30	87 28			w hf of sw.....	30	88 29		
w hf of sw.....	32	87 28		117.09	s hf of se.....	32	88 29		225.97
nw of ne.....	2	90 28			sw qr.....	36	89 29		160.00
sw of se.....	10	90 28			nw of nw, e hf of nw, and n hf of ne.....	2	90 29		
nw of ne.....	12	90 28			e hf of nw, nw of nw, ne qr, and sw of sw..	4	90 29		
ne of nw and n hf of ne.....	24	90 28			ne of ne.....	6	90 29		
nw qr.....	26	90 28		398.23	nw of ne and sw of se.....	8	90 29		
ne of ne.....	2	86 29			sw of sw.....	18	90 29		
se of se and nw of nw.....	4	86 29			lot 6.....	24	90 29		
ne of ne, se of se, and sw of se.....	6	86 29			nw qr.....	32	90 29		
ne of nw and ne of ne.....	8	86 29			n hf of nw.....	34	90 29		891.32
sw of nw and nw of sw.....	10	86 29			w hf of nw, ne of nw, and n hf of ne.....	4	86 30		
se of sw, ne of se, and sw of se.....	18	86 29			e hf of ne, nw of ne, s hf of sw, nw of sw, and w hf of nw.....	6	86 30		
nw of sw.....	20	86 29			e hf of sw.....	8	86 30		
e hf of nw, se of sw, n hf of ne, and se of ne	24	86 29			ne of se and ne of ne.....	10	86 30		
ne of sw.....	26	86 29			s hf of se.....	12	86 30		
sw of nw.....	30	86 29			s hf of nw and n hf of sw.....	18	86 30		
e hf of se.....	34	86 29		943.47	s hf of nw.....	20	86 30		
se of sw and nw of nw.....	4	87 29			se of nw.....	22	86 30		
n hf of ne, sw of ne, and n hf of se.....	8	87 29			nw qr and nw of ne.....	30	86 30		
n hf of nw, sw of nw, and s hf of sw.....	10	87 29			n hf of sw.....	32	86 30		
n hf of nw, w hf of sw, and sw of se.....	14	87 29			se qr.....	36	86 30		1465.73
sw of se and se of sw.....	20	87 29			n hf of ne and s hf of se.....	2	87 30		
ne of se.....	22	87 29			s hf of ne, sw of sw, and ne of se.....	4	87 30		
nw of ne, w hf of nw, and sw of sw.....	28	87 29			ne of ne and n hf of nw.....	6	87 30		
e hf of se and ne of sw.....	30	87 29			ne of ne.....	8	87 30		
se of sw, sw of se, s hf of nw, and e hf of ne.	32	87 29			nw of sw, w hf of nw, sw of ne, and nw of se	10	87 30		
n hf of nw.....	34	87 29			nw of nw.....	12	87 30		
s hf of nw, ne of nw, s hf of se, ne of se, and	36	87 29		1685.74	nw of nw, sw of se, se of ne, and se of sw..	14	87 30		
se of ne.....	10	88 29			nw of nw.....	18	87 30		
se of ne.....	20	88 29			e hf of se, sw of se, and sw of sw.....	20	87 30		
sw of sw.....	20	88 29							

No. 5.]		REGISTER OF THE STATE LAND OFFICE.		105	
se of se.....	22	87 30	e hf of se, sw of se, nw of sw, sw of sw, and nw of nw	10	90 30
w hf of sw.....	24	87 30	nw of sw, sw of nw, and ne of nw	12	90 30
se of sw, and se of se	26	87 30	nw of nw and sw of nw	14	90 30
se of se, *s hf of sw, w hf of ne, and se of ne	28	87 30	se of se and sw of se	22	90 30
nw of nw, and w hf of sw.....	30	87 30	ne of nw, ne of ne, and nw of ne	24	90 30
w hf of sw, se of ne, and se of se.....	32	87 30	se of sw	28	90 30
nw of ne, and nw of nw.....	34	87 30	ne of nw, nw of nw, ne of ne, and nw of ne	34	90 30
sw of ne, and ne of sw.....	36	87 30	s hf of sw	1	90 27
w hf of sw, and se of sw.....	6	88 30	se of ne and e hf of se.....	9	90 27
se qr.....	18	88 30	se of se.....	17	90 27
w hf.....	20	88 30	n hf of ne and ne of nw	19	90 27
ne of sw, sw of sw, and n hf of se.....	22	88 30	w hf of nw	25	90 27
s hf of nw, and n hf of sw.....	24	88 30	se of ne	27	90 27
e hf of nw, w hf of ne, s hf of se, and s hf of sw	26	88 30	w hf of ne, e hf of ne, and se qr	29	90 27
nw qr	28	88 30	ne of nw	31	90 27
se of nw, and se of se.....	30	88 30	ne of nw	7	86 28
sw of se, and ne of nw.....	32	88 30	ne of nw and sw of sw	9	86 28
se of nw, n hf of ne, and e hf of se.....	34	88 30	nw of ne, nw qr, ne of sw, se of sw, and e hf of se.....	19	86 28
n hf of ne, e hf of se, e hf of sw, nw of sw, and n hf of nw ..	36	88 30	se of sw and w hf of se	29	86 28
w hf of sw and sw of nw.....	4	89 30	e hf of ne and ne of se	31	86 28
sw of sw	6	89 30	se qr, s hf of nw, and sw	31	87 28
nw of ne.....	8	89 30	n hf of nw, se of se, and nw of ne.....	1	86 29
nw of nw, sw of sw, and se of se	10	89 30	sw of ne, ne of sw, and sw of sw	3	86 29
s hf of se, ne of se, n hf of nw, and ne of ne ..	14	89 30	sw of se	5	86 29
se of se.....	18	89 30	n hf of ne and sw of sw	7	86 29
ne of nw, nw of ne, w hf of sw, and s hf of se ..	20	89 30	ne of ne, ne of nw, and sw of se.....	9	86 29
sw of sw, nw of ne, and n hf of se.....	24	89 30	sw of se.....	13	86 29
w hf of se, sw qr, and nw qr.....	26	89 30	nw of se.....	15	86 29
e hf of sw and sw of sw	30	89 30	n hf of ne and ne of nw	19	86 29
ne of nw and w hf of sw.....	32	89 30	sw of ne.....	27	86 29
ne of se.....	34	89 30	sw of sw and s hf of se	31	86 29
n hf of ne and nw of sw	36	89 30	sw of nw and w hf of sw.....	35	86 29
sw of nw, ne of nw, ne of ne, and sw of se..	2	90 30	hf of sw	23	87 29
se of se	4	90 30	w hf of nw	33	87 29
ne of nw, ne of ne, and nw of ne	6	90 30			
nw of ne, nw of sw, sw of sw, and se of sw..	8	90 30			
			*Should be e hf of sw, sec. 28, town. 87, range 30, as per Government patent.		
14	1957.93	1816.91	1211.61	160.00	
1308.28					
840.00					
724.58					
391.81					

WEBSTER COUNTY--CONTINUED.

Parts of Sections.		Acres.	Range.	Town.	Sec.	Parts of Sections.		Acres.	Range.	Town.	Sec.	Acres.
nw of nw.		87 28	88 29	30	w hf of sw.	.....		88 29	88 29	30	
w hf of sw.		87 28	88 29	32	s hf of se.	.....	117.09	88 29	88 29	32	225.97
nw of ne.		90 28	89 29	2	sw qr.	.....		89 29	89 29	36	160 00
sw of se.		90 28	90 29	10	nw of nw, e hf of nw, and n hf of ne.	.....		90 29	90 29	2	
nw of ne.		90 28	90 29	12	e hf of nw, nw of nw, ne qr, and sw of sw.	.....		90 29	90 29	4	
ne of nw and n hf of ne.		90 28	90 29	24	ne of ne.	.....		90 29	90 29	6	
nw qr.		90 28	90 29	26	nw of ne and sw of se.	.....	398.23	90 29	90 29	8	
ne of ne.		86 29	90 29	2	sw of sw.	.....		90 29	90 29	18	
se of se and nw of nw.		86 29	90 29	4	lot 6.	.....		90 29	90 29	24	
ne of ne, se of se, and sw of se.		86 29	90 29	6	nw qr.	.....		90 29	90 29	32	
ne of nw and ne of ne.		86 29	90 29	8	n hf of nw.	.....		90 29	90 29	34	891.32
sw of nw and nw of sw.		86 29	86 30	10	w hf of nw, ne of nw, and n hf of ne.	.....		86 30	86 30	4	
se of sw, ne of se, and sw of se.		86 29	86 30	18	e hf of ne, nw of ne, s hf of sw, nw of sw, and w hf of nw.	.....		86 30	86 30	6	
nw of sw.		86 29	86 30	20	e hf of sw.	.....		86 30	86 30	8	
e hf of nw, se of sw, n hf of ne, and se of ne.		86 29	86 30	24	ne of se and ne of ne.	.....		86 30	86 30	10	
ne of sw.		86 29	86 30	26	s hf of se.	.....		86 30	86 30	12	
sw of nw.		86 29	86 30	30	s hf of nw and n hf of sw.	.....	943.47	86 30	86 30	18	
e hf of se.		86 29	86 30	34	s hf of nw.	.....		86 30	86 30	20	
se of sw and nw of nw.		87 29	86 30	4	se of nw.	.....		86 30	86 30	22	
n hf of ne, sw of ne, and n hf of se.		87 29	86 30	8	nw qr and nw of ne.	.....		86 30	86 30	30	
n hf of nw, sw of nw, and s hf of sw.		87 29	86 30	10	n hf of sw.	.....		86 30	86 30	32	
n hf of nw, w hf of sw, and sw of se.		87 29	86 30	14	se qr.	.....		86 30	86 30	36	1465.73
sw of se and se of sw.		87 29	86 30	20	n hf of ne and s hf of se.	.....		86 30	86 30	2	
ne of se.		87 29	86 30	22	s hf of ne, sw of sw, and ne of se.	.....		86 30	86 30	4	
nw of ne, w hf of nw, and sw of sw.		87 29	86 30	28	ne of ne and n hf of nw.	.....		86 30	86 30	6	
e hf of se and ne of sw.		87 29	86 30	30	ne of ne.	.....		86 30	86 30	8	
se of sw, sw of se, s hf of nw, and e hf of ne.		87 29	86 30	32	nw of sw, w hf of nw, sw of ne, and nw of se.	.....		86 30	86 30	10	
n hf of nw.		87 29	86 30	34	nw of nw.	.....		86 30	86 30	12	
s hf of nw, ne of nw, s hf of se, ne of se, and se of ne.		87 29	86 30	36	nw of nw, sw of se, se of ne, and se of sw.	.....	1685.74	86 30	86 30	14	
se of ne.		87 29	86 30	10	nw of nw.	.....		86 30	86 30	18	
se of ne.		87 29	86 30	20	e hf of se, sw of se, and sw of sw.	.....		86 30	86 30	20	

No. 5.]			REGISTER OF THE STATE LAND OFFICE.			105		
se of se.....	22	87 30	e hf of se, sw of se, nw of sw, sw of sw, and nw of nw.....	10	90 30	....	1308.28
w hf of sw.....	24	87 30	nw of sw, sw of nw, and ne of nw.....	12	90 30	....	
se of sw, and se of se.....	26	87 30	nw of nw and sw of nw.....	14	90 30	....	
se of se, *s hf of sw, w hf of ne, and se of ne.....	28	87 30	se of se and sw of se.....	22	90 30	....	
nw of nw, and w hf of sw.....	30	87 30	ne of nw, ne of ne, and nw of ne.....	24	90 30	....	
w hf of sw, se of ne, and se of se.....	32	87 30	se of sw.....	28	90 30	....	
nw of ne, and nw of nw.....	34	87 30	ne of nw, nw of nw, ne of ne, and nw of ne	34	90 30	....	
sw of ne, and ne of sw.....	36	87 30	s hf of sw.....	1	90 27	....	
w hf of sw, and se of sw.....	6	88 30	se of ne and e hf of se.....	9	90 27	....	
se qr.....	18	88 30	se of se.....	17	90 27	....	
w hf.....	20	88 30	n hf of ne and ne of nw.....	19	90 27	....	
ne of sw, sw of sw, and n hf of se.....	22	88 30	w hf of nw.....	25	90 27	....	
s hf of nw, and n hf of sw.....	24	88 30	se of ne.....	27	90 27	....	
e hf of nw, w hf of ne, s hf of se, and s hf of sw	26	88 30	w hf of ne, e hf of ne, and se qr.....	29	90 27	....	
nw qr.....	28	88 30	ne of nw.....	31	90 27	....	840.00
se of nw, and se of se.....	30	88 30	ne of nw.....	7	86 28	....	
sw of se, and ne of nw.....	32	88 30	ne of nw and sw of sw.....	9	86 28	....	
se of nw, n hf of ne, and e hf of se.....	34	88 30	nw of ne, nw qr, ne of sw, se of sw, and					
n hf of ne, e hf of se, e hf of sw, nw of sw,			e hf of se.....	19	86 28	....	
and n hf of nw.....	36	88 30	se of sw and w hf of se.....	29	86 28	....	
w hf of sw and sw of nw.....	4	89 30	e hf of ne and ne of se.....	31	86 28	....	724.58
sw of sw.....	6	89 30	se qr, s hf of nw, and sw.....	31	87 28	....	391.81
nw of ne.....	8	89 30	n hf of nw, se of se, and nw of ne.....	1	86 29	....	
nw of nw, sw of sw, and se of se.....	10	89 30	sw of ne, ne of sw, and sw of sw.....	3	86 29	....	
s hf of se, ne of se, n hf of nw, and ne of ne	14	89 30	ne of ne, ne of nw, se of sw, e hf of se, and					
se of se.....	18	89 30	sw of se.....	5	86 29	....	
ne of nw, nw of ne, w hf of sw, and s hf of se	20	89 30	n hf of ne and sw of sw.....	7	86 29	....	
sw of sw, nw of ne, and n hf of se.....	24	89 30	ne of ne, ne of nw, and sw of se.....	9	86 29	....	
w hf of se, sw qr, and nw qr.....	26	89 30	sw of se.....	13	86 29	....	
e hf of sw and sw of sw.....	30	89 30	nw of se.....	15	86 29	....	
ne of nw and w hf of sw.....	32	89 30	n hf of ne and ne of nw.....	19	86 29	....	
ne of se.....	34	89 30	sw of ne.....	27	86 29	....	
n hf of ne and nw of sw.....	36	89 30	sw of sw and s hf of se.....	31	86 29	....	
sw of nw, ne of nw, ne of ne, and sw of se..	2	90 30	sw of nw and w hf of sw.....	35	86 29	....	1211.61
se of se.....	4	90 30	hf of sw.....	23	87 29	....	
ne of nw, ne of ne, and nw of ne.....	6	90 30	w hf of nw.....	33	87 29	....	160.00
nw of ne, nw of sw, sw of sw, and se of sw..	8	90 30						
*Should be e hf of sw, sec. 28, town. 87, range 30, as per Government patent.								

*Should be e hf of sw, sec. 28, town. 87, range 30, as per Government patent.

WEBSTER COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
s hf of nw, and w hf of sw.....	7	86	30		ne of ne and sw of sw.....	5	87	29	
se of nw, and ne of sw.....	17	86	30		ne of nw, sw of nw, se of se, sw of se.....	9	87	29	
sw qr and w hf of se.....	19	86	30		uw of nw.....	13	87	29	
se of nw, ne of sw, and sw of sw.....	31	86	30		se of se.....	15	87	29	
se of sw.....	35	86	30	....	nw of nw.....	23	87	29	
ne of ne.....	1	87	30		ne of ne.....	29	87	29	405.88
s hf of nw, and ne of sw.....	3	87	30		ne of nw and uw of ne.....	1	86	30	75.01
nw of nw, se of sw.....	5	87	30		sw of sw, ne of se.....	1	87	30	80.00
s hf of ne, nw of nw, and n hf of se.....	9	87	30		nw qr.....	29	88	30	
w hf of nw.....	19	87	30		n hf of ne, and n hf of nw.....	35	88	30	320.00
sw of nw and sw of se.....	21	87	30		ne of se.....	5	89	30	
sw of sw.....	23	87	30		s hf of ne, and se of sw.....	9	89	30	
ne of ne, and ne of sw.....	25	87	30		nw of nw.....	11	89	30	
ne of ne, and s hf of sw.....	29	87	30		s hf of sw, and sw of se.....	13	89	30	
n hf of ne, nw of nw, s hf of sw and se of se.....	31	87	30		ne of ne, s hf of nw, and sw of sw.....	15	89	30	
se of sw, ne of se, and sw of se.....	33	87	30		sw of se, and se of sw.....	17	89	30	
ne of ne, se of sw, and sw of se.....	35	87	30	....	nw of ne and s hf of sw.....	23	89	30	
ne of sw.....	7	88	30		w hf of sw.....	27	89	30	
sw of sw.....	11	88	30		se of sw.....	29	89	30	
w hf of sw.....	17	88	30		w hf of sw and e hf of se.....	31	89	30	
ne of ne.....	19	88	30		ne of ne, and nw of nw.....	33	89	30	
se of ne, and se qr.....	23	88	30		nw of ne, ne of nw, se of sw, sw of se.....	35	89	30	1211.75
e hf of ne, sw qr, and se qr.....	25	88	30		sw of sw.....	3	90	30	
e hf of se, and sw of se.....	27	88	30		w hf of se, and se of se.....	5	90	30	
ne qr, sw qr, and nw of se.....	29	88	30		nw of ne, and ne of se.....	7	90	30	
w hf of sw, and se of sw.....	31	88	30		ne qr, se qr, n hf of nw, and se of sw.....	9	90	30	
ne of ne.....	33	88	30		e hf of ne, nw of nw, and w hf of sw.....	11	90	30	
s hf sw and w hf of se.....	35	88	30	....	s hf of se.....	13	90	30	
w hf of sw.....	9	89	27	....	e hf of ne, nw of ne, sw of sw and sw of se.....	15	90	30	
nw of nw.....	21	90	27	....	w hf of ne.....	21	90	30	1240.00
nw of nw.....	31	86	28	....	Total				19211.31
se of se.....	13	80	29	....				

WINNEBAGO COUNTY.

se of ne.....	22	98 23	s hf of ne, w hf of sw, and nw of se.....	26	99 23	
nw of ne and ne of sw	35	98 23	w hf of nw and se qr	27	99 23	
nw of se	1	99 23	ne of ne and sw of sw	28	99 23	
se of sw.....	7	99 23	se of se, se of sw, nw of sw, and sw of nw..	29	99 23	
s hf of ne, n hf of se, and se of se.....	10	99 23	nw of se	32	99 23	
s hf of ne and se of sw	11	99 23	n hf, ne of sw, and n hf of se.....	34	99 23	
lots 3, 4, and 5.....	13	99 23	ne of ne, w hf of nw, se of nw, n hf of sw,			
lots 1, 2, and 3, sw of se, sw of ne, and e			se of sw, and w hf of se.....	35	99 23	
hf of sw	14	99 23	ne qr, n hf of nw, se of nw, and se qr	36	99 23	3862.03
ne qr and se qr.....	15	99 23	se qr.....	21	100 24	
se of se	17	99 23	s hf of nw	27	100 24	240.00
se of nw, n hf of sw, and sw of sw.....	19	99 23	sw of sw.....	24	99 26	40.00
se of sw and e hf of se.....	21	99 23	se of nw	11	99 25	80.09
sw qr.....	22	99 23	sw of nw.....	24	99 25	40.00
se of nw, ne of ne, and se of se.....	23	99 23	sw of nw.....	1	99 26	
s hf of se	24	99 23				
nw of ne, n hf of nw, and ne of se.....	25	99 23	Total			4342.03

WINNESHIEK COUNTY.

se of nw, sw of ne, and n hf of se	1	98 10	nw of ne.....	35	98 10	360.00
se of sw and s hf of se.....	18	98 10				
n hf of ne	24	98 10	Total			360.00

WOODBURY COUNTY.

nw of ne, ne of nw, and se of sw	18	87 43	w hf, and w hf of se	26	86 45	
se of nw	30	87 43	e hf of ne and se	28	86 45	
se of se	2	86 45	all	34	86 45	2553.93
w hf of sw	7	86 45	w hf, w hf of se, se of ne, and w hf of ne...	1	86 46	
se qr.....	17	86 45	se of ne, w hf of ne, nw qr, and se qr.....	12	86 46	
w hf of nw and w hf of sw.....	18	86 45	w hf of se and ne of se	24	86 46	1091.63
w hf of nw.....	19	86 45	e hf of se.....	6	87 46	
ne qr	20	86 45	ne qr and ne of sw.....	8	87 46	
all	22	86 45	w hf of nw, se of nw, and se qr	23	87 46	

WOODBURY COUNTY—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	Parts of Sections.	Sec.	Town.	Range.	Acres.
sw of sw.....	26	87 46	87 46		e hf of ne and ne of se.....	17	87 46	87 46	.... 1160 00
n hf of ne, sw of se, and nw qr.....	36	87 46	87 46	880.00	lot 4.....	12	86 47	86 47	.... 16.20
lot 3.....	4	86 47	86 47		nw of sw.....	1	86 45	86 45	
lots 4 and 8.....	10	86 47	86 47		w hf of se and sw qr.....	15	86 45	86 45	
lot 5.....	13	86 47	86 47		e hf of ne and e hf of se.....	21	86 45	86 45	
sw of nw, nw of sw, and se of sw.....	14	86 47	86 47		sw of nw and sw qr.....	23	86 45	86 45	
ne of se, e hf of nw, and ne qr.....	15	86 47	86 47		all.....	27	86 45	86 45	
lots 1, 3, and 4.....	20	86 47	86 47		w hf of nw and w hf of sw.....	31	86 45	86 45	
lot 1.....	28	86 47	86 47		ne qr and ne of se.....	33	86 45	86 45	
all.....	32	86 47	86 47		w hf and w hf of se.....	35	86 45	86 45	2026.74
w hf of sw.....	34	86 47	86 47	972.27	w hf of ne, se of ne, and se qr.....	1	89 46	89 46	
ne of se and s hf of se.....	6	87 47	87 47		se of ne.....	10	89 46	89 46	
w hf of nw qr and nw of sw.....	18	87 47	87 47		sw of nw and sw qr.....	11	89 46	89 46	
lots 1 and 2.....	32	87 47	87 47	314.10	ne of ne, w hf of ne, se of nw, and e hf of sw.....	12	89 46	89 46	
sw of sw.....	20	89 42	89 42	40.00	nw of ne, e hf of nw, and sw of nw.....	13	89 46	89 46	
ne of sw.....	15	88 43	88 43	40.00	nw qr.....	14	89 46	89 46	
se of se.....	30	89 44	89 44	40 00	s hf of ne and n hf se.....	32	89 46	89 46	
s hf of nw and sw qr.....	5	87 46	87 46		n hf of sw.....	33	89 46	89 46	1307.90
w hf of nw and sw qr.....	9	87 46	87 46		Total.....				10602 76
w hf of ne, se qr, and w hf.....	15	87 46	87 46						

WRIGHT COUNTY.

ne of ne.....	34	91 23	91 23	.... 40.00	e hf of ne.....	18	91 25	91 25	.... 240.00
w hf of ne, w hf of se, ne of sw, and e hf of nw.....	12	90 24	90 24	.... 280 00	ne of ne.....	14	91 25	91 25	.... 40.00
e hf of se.....	7	91 25	91 25						
w hf of sw.....	8	91 25	91 25		Total				600.00

INDEMNITY SWAMP LANDS.

The following is a list of Indemnity Swamp Lands, which since date of last report of this office, have been patented by the United States to the State, and by the State patented to the counties entitled thereto:

PATENTED TO ADAMS COUNTY, MAY 31, 1870.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In What County Situate.
nw of s. and ne of sw.	32	98	48	80.00	Lyon.

PATENTED TO CLINTON COUNTY, MAY 13, 1870.

sw of se.	1		40.00	Pocahontas.
w hf of ne, and n hf of se.	2		160.00	Pocahontas.
n hf of sw, se of sw, ne of se and sw of ss.				Pocahontas.
nw of nw.	1			Pocahontas.
ne of ne, and sw of se.	2			Pocahontas.
se of ne.	2			Pocahontas.
e hf of sw.	3			Pocahontas.
se of ne and e hf of se.	3		560.00	Pocahontas.
nw of nw.	3		40.00	Clay.
se of se.	1		40.00	Buena Vista.
nw of sw.	1		40.00	Dickinson.
se of ne, and sw of nw.	1			Buena Vista.
sw of se.	1			Buena Vista.
w hf of nw.	1		200.00	Buena Vista.
e hf of ne.	1		80.00	Plymouth.
n hf of nw.				Lyon.
e hf of ne, and sw of ne.	3			Lyon.
e hf of se.	3		201.20	Lyon.
all.				Lyon.
all.	3		734.09	Lyon.
Total			2185.29	

PATENTED TO DECATUR COUNTY, SEPTEMBER 7, 1870.

ne of s.	10	92	34		Pocahontas.
se of sw.	14	62	34		Pocahontas.
nw of nw, and se of nw.	34	92	34	160.00	Pocahontas.
w hf of nw, and n hf of sw.	32	93	34	160.00	Pocahontas.
Total				320.00	

ADAIR COUNTY.

Special Swamp Land Indemnity Certificate No. 23, issued by the Department of Interior to this State, August 29, 1864, authorizing the location of 2595.13 acres as indemnity for a like amount of swamp lands disposed of by the General Government in Adair county, and which was received at this office September 13, 1864, (as appears

by the records), in some unaccountable manner disappeared from the files of the office, as stated by Hon. J. A. Harvey, former Register of this office, in a letter to J. C. Savery, dated December 1866. The Department has issued and transmitted a duplicate certificate which has been delivered to J. S. Maughlin, agent appointed by the Governor to locate the same; but no report of its location has been filed here.

GRUNDY COUNTY.

The tracts of land located with Swamp Indemnity Certificate No. 81, 603.18 acres in all, inuring to Grundy county, are not yet patented. The Register and Receiver of Ft. Dodge Land Office, failed to report the locations to the General Land Office. As soon as we ascertained the cause of the delay, we transmitted to the Commissioner, a certified copy of certificate, of location as per the files of this office, with request for patent to issue as early as convenient.

JOHNSON COUNTY.

The lands inuring to Johnson county, located with Supplemental Swamp Indemnity Certificate No. 37, amounting to 294.25 acres, are in the same condition as those of Grundy county. No patent has issued, for the reason as the Commissioner has recently informed us, that the locations never were reported to his office.

TAMA COUNTY.

On February 12, 1867, Thos. A. Graham, the agent of the State, located with swamp indemnity certificate, No. 70, six hundred acres in sections 2 and 12, township 97, range 31, Fort Dodge District, as indemnity for an equal amount of swamp lands disposed of by government in Tama county. This location is utterly void, the same lands having been located by W. A. Crosby, State Agent, Nov. 8, 1866, in virtue of swamp indemnity certificate, No. 53, as part of the indemnity due for swamp lands disposed of by the government, in Washington county, and subsequently patented to the State, and by the State patented to Washington county.

To say the least, it was inexcusable carelessness on the part of the Register and Receiver of the Fort Dodge Land Office to permit

Mr. Graham to locate swamp indemnity certificate, No. 70, on lands that had been located the year prior by another party.

Tama county is still entitled to the six hundred acres indemnity, and the Department should issue another certificate for that quantity, unless the original certificate, No. 70, can be returned to the State.

There are two swamp land indemnity certificates in this office, one for Marion county for one hundred and twenty acres, and one for Chickasaw county, for one hundred and nine and nineteen hundredths acres.

The ruling of the General Land Office has confined the location of these indemnity certificates to within the limits of the State of Iowa, although there appears to be no law of Congress sustaining such ruling.

If these indemnity certificates can only be located within the limits of the State, those now on hand, as well as any that may be issued, will be comparatively worthless, as there is now little or no land in this State subject to sale at \$1.25 per acre.

7TH—THE RAILROAD GRANT.

The following are full and complete lists of the lands approved and certified by the Interior Department for railroad purposes, received at this office since the publication of the last biennial report, and include supplemental lists certified under act of May 15th, 1856, lists of the indemnity lands certified under act of June 2, 1864, and a list of lands certified under act of May 12, 1864, to aid in the construction of the McGregor & Missouri River Railway. The lands embraced in the latter list have also been patented to the State, in accordance with the provisions of the act making the grant, and by the State patented to said Railway Company.

We also give a list of the lands patented to the Iowa Falls & Sioux City Railroad Company, under chapter 124, acts 12th General Assembly, a list of those tracts claimed by settlers under the 5th section of said act, with the disposition of the same, and a list of the tracts selected and set apart for the Tete Des Morts Branch.

BURLINGTON & MISSOURI RIVER RAILROAD.

List of lands approved and certified to the Burlington and Missouri River Railroad Company by the Interior Department under act of Congress of June 2, 1864.

[Approved by the Secretary of the Interior, February 3, 1869. Des Moines District—Six Miles Limits.]

Parts of Sections.	Sec. 7	Town 7E	Range 2E	Acres.	In what county situate.	Parts of Sections.	Sec. 8	Town 7E	Range 2E	Acres.	In what county situate.
e hf of se.....	2	70	N W	80.00	Des Moines.	se of nw....	8	N	W	40.00	Monroe.
s hf of se.....	22	71	13	80.00	Wapello.	sw of nw and se of se	10	71	18	80.00	"
w hf of sw.....	26	71	13	80.00	"	sw of sw.....	12	71	18	40.00	"
se of se.....	28	71	13	40.00	"	n hf of sw, nw of se, and se of nw	14	71	18	160.00	"
sw of nw and se of ne.....	36	71	13	80.00	"	ne of ne.....	18	71	18	40.00	"
sw of sw and se of se	6	71	16	79.50	Monroe.	w hf of ne and se of ne.....	22	71	18	120.00	"
se of ne.....	8	72	16	40.00	"	e hf of nw.....	22	71	18	80.00	"
nw of nw and nw of se.....	18	72	16	78.24	"	sw of sw.....	22	71	18	40.00	"
ne of se and se of se	22	72	16	80.00	"	sw of se.....	24	71	18	40.00	"
ne of ne.....	28	72	16	40.00	"	ne of nw.....	4	72	18	49.30	"
ne of ne.....	32	72	16	40.00	"	ne of se and sw of ne....	6	72	18	80.00	"
ne of ne.....	30	73	16	40.00	"	n hf of se.....	8	72	18	80.00	"
nw of ne	4	71	17	48.71	"	sw of se and se of sw.....	30	72	18	80.00	"
e hf of se.....	6	71	17	80.00	"	s hf of sw.....	36	72	18	80.00	"
sw of ne.....	8	71	17	40.00	"	se of sw.....	22	73	18	40.00	"
ne of nw.....	10	71	17	40.00	"	n hf of nw, sw of ne, w hf of se,	30	73	18	355 12	"
w hf of se, w hf of nw, and e hf						nc of se, e hf of sw, and sw of sw	30	73	18	40.00	"
of sw.....	18	71	17	233.00	"	se of se.....	32	73	18	80.00	"
sw of nw.....	20	73	17	40.00	"	n hf of nw.....	36	73	18	80.00	"
sw of se	36	73	17	40.00	"	nw of ne, sw of se, and se of sw	2	71	19	137.18	"
nw of se.....	2	71	18	40.00	"	sw of se.....	6	71	19	40.00	"
w hf of se and se of se	4	71	18	120.00	"	e hf of sw	8	71	19	80.00	"

ne of sw, and sw of sw.....	10	71 19	80.00	Monroe.....	nw of sw.....	20	72 22	40.00	Lucas.....
se of nw, n hf of se, and se of sw	12	71 19	160.00	"	w of sw.....	22	72 22	40.00	"
nw qr, w hf of ne, w hf of sw, and ne of sw.....	14	71 19	260.00	"	nw qr, s hf of ne, and s hf of sw	30	72 22	826.15	"
sw of nw.....	22	71 19	40.00	"	nw qr, e hf of ne, and ne of se	32	72 22	280.00	"
sw of nw.....	24	71 19	40.00	"	sw of se.....	20	73 22	40.00	"
nw of nw, and ne of se.	2	72 19	88.93	"	e hf of ne, w hf of sw, and ne of sw.....	24	73 22	200.00	"
sw qr.....	6	72 19	153.11	"	se of ne, and nw of sw.....	26	73 22	80.00	"
nw of nw, and se of se.....	8	72 19	80.00	"	s hf of se, and se of nw.....	30	73 22	120.00	"
sw of sw.....	10	72 19	40.00	"	ne of nw.....	34	73 22	40.00	"
sw of nw.....	18	72 19	37.03	"	ne of ne, and sw of nw.....	2	71 23	90.65	"
ne of nw.....	24	72 19	40.00	"	sw of ne, and w hf of se.....	6	71 23	120.00	"
nw of nw.....	28	72 19	40.00	"	sw of ne.....	4	72 23	40.00	"
se of nw, and se of se.....	36	72 19	80.00	"	e hf of sw.....	6	72 23	80.00	"
sw of se.....	26	73 19	40.00	"	sw of nw.....	14	72 23	40.00	"
w hf of nw, ne of nw, and nw of ne.....	32	73 19	160.00	"	se of sw.....	20	72 23	40.00	"
s hf of sw, and se of ne.....	34	73 19	120.00	"	n hf of se.....	22	72 23	80.00	"
e hf of nw, sw of nw, se of se, and nw of sw.....	36	73 19	200.00	"	se of se	24	72 23	40.00	"
ne of se.....	12	71 20	40.00	Lucas.....	se of ne.....	30	72 23	40.00	"
s hf of se, and se of sw.....	28	71 20	120.00	"	s hf of nw, and nw of nw.....	34	72 23	120.00	"
sw of se.....	30	71 20	40.00	"	e hf of se, and sw of sw.....	34	72 23	120.00	"
w hf of se, and se of sw.	32	71 20	120.00	"	se of se	22	73 23	40.00	"
sw of nw.....	6	72 20	39.16	"	e hf of ne	28	73 23	80.00	"
se of nw.....	12	72 20	40.00	"	se of se.....	30	73 23	40.00	"
sw of ne.....	18	72 20	40.00	"	sw of sw.....	32	73 23	40.00	"
w hf of sw.....	22	72 20	80.00	"	nw of ne.....	34	73 23	40.00	"
nw of ne.....	32	73 20	40.00	"	n hf of ne, and ne of nw.....	4	71 24	137.76	Clarke.....
n hf of se, and e hf of sw.....	34	73 20	160.00	"	nw of ne.....	10	71 24	40.00	"
sw qr.....	36	73 20	160.00	"	se of nw, and ne of se.....	12	71 24	80.00	"
sw of nw.....	8	71 21	40.00	"	nw of nw.....	20	71 24	40.00	"
nw of nw, se of nw, sw of ne, and se of sw.....	20	73 21	160.00	"	sw of nw.....	30	71 24	39.90	"
nw of nw.....	30	73 21	40.04	"	ne of nw.....	2	72 24	41.75	"
nw of nw, and sw of ne.....	6	71 22	97.19	"	w hf of nw.....	6	72 24	91.49	"
ne of sw.....	2	72 22	40.00	"	e hf of ne, and nw of sw.....	12	72 24	120.00	"
ne of se.....	4	72 22	40.00	"	sw of se.....	24	72 24	40.00	"
					nw of nw.....	26	72 24	40.00	"
					se of ne.....	28	72 24	40.00	"
					nw of nw, and sw of se.....	36	72 24	80.00	"

BURLINGTON & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.	Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.
s hf of nw and ne of sw.....	28	73	24	120.00	Clarke.....	se of se and sw of sw.....	26	72	27	80.00	Clarke.....
se of nw.....	30	73	24	40.00	".....	nw of sw.....	30	72	27	48.41	".....
w hf of nw.....	32	73	24	80.00	".....	nw of sw nw of se.....	36	72	27	80.00	".....
sw of nw.....	34	73	24	40.00	".....	nw of ne, ne of nw, sw of nw					
s hf of sw.....	2	71	25	80.00	".....	and w hf of sw.....	30	73	27	230.13	".....
sw of ne.....	4	71	25	40.00	".....	n hf of ne.....	36	73	27	80.00	".....
w hf of nw, se of nw and nw						e hf of se, nw of se, sw of ne,					
of se.....	4	71	25	164.22	".....	and sw of nw.....	4	71	28	200.00	Union.....
nw of se.....	12	71	25	40.00	".....	sw of ne and sw of sw.....	6	71	28	77.08	".....
se of ne, and se of se.....	14	71	25	80.00	".....	ne of se.....	10	71	28	40.00	".....
w hf of nw.....	22	71	25	80.00	".....	nw of ne and nw of sw.....	18	71	28	77.68	".....
nw of ne, and ne of nw.....	6	72	25	83.92	".....	nw of se.....	20	71	28	40.00	".....
sw of sw.....	18	73	25	39.90	".....	nw of nw.....	4	72	28	34.70	".....
n hf of sw.....	22	73	25	80.00	".....	nw of nw, e hf of sw and sw of					
se of sw.....	26	73	25	40.00	".....	sw.....	6	72	28	155.13	".....
sw of ne, and ne of se.....	28	73	25	80.00	".....	sw of ne, and se of se.....	12	72	28	80.00	".....
se of se.....	36	73	25	40.00	".....	ne of ne, sw of nw and sw of	14	72	28	120.00	".....
n hf of nw.....	6	71	26	45.83	".....	se.....					
nw of nw.....	2	72	26	46.44	".....	sw of ne, and se of nw.....	22	72	28	80.00	".....
se of nw, and n hf of sw.....	6	72	26	308.45	".....	ne of nw and nw of ne.....	24	72	28	80.00	".....
sw of se.....	8	72	26	40.00	".....	nw of ne and se of nw.....	26	72	28	80.00	".....
nw of sw.....	22	73	26	40.00	".....	sw of nw and sw of se.....	30	72	28	80.89	".....
nw of nw, and se of sw.....	26	73	26	80.00	".....	e hf of se.....	32	72	28	80.00	".....
se of se.....	30	73	26	40.00	".....	nw of se.....	20	73	28	40.00	".....
nw of ne and se of sw.....	32	72	26	80.00	".....	nw qr.....	24	73	28	160.00	".....
e hf of se.....	2	71	27	80.00	".....	e hf of se, sw of se and nw of sw	28	73	28	160.00	".....
n hf of nw, n hf of ne and e hf						w hf of sw.....	30	73	28	76.84	".....
of sw.....	2	72	27	247.76	".....	ne of ne, ne of se and sw of sw.	34	73	28	120.00	".....
e hf of sw and nw of sw.....	6	72	27	128.67	".....	nw of se.....	36	73	28	40.00	".....
n hf of sw.....	14	72	27	80.00	".....	n hf of nw.....	1	71	29	80.83	".....
nw of ne.....	22	72	27	40.00	".....	nw of nw, ne of se and se of sw.	4	71	29	118.91	".....
ne qr.....	24	72	27	100.00	".....	n hf of ne and se of nw.....	6	71	29	117.75	".....

n hf of sw	10	71 29	80.00	Union	nw of se	20	72 31	40.00	Union
se of sw	12	71 29	40.00	"	sw of nw	22	72 31	40.00	"
s hf of se	18	71 29	80.00	"	ne of sw	24	72 31	40.00	"
n fr hf of nw and e hf of sw	2	72 29	158.03	"	nw of se	28	72 31	40.00	"
se of ne	2	72 29	40.00	"	se of ne	34	72 31	40.00	"
n hf of nw and nw of ne	4	72 29	112.95	"	sw of nw, ne of se, and se of ne	36	72 31	120.00	"
e hf of ne, sw of ne, n hf of se, and sw of sw	6	72 29	233.22	"	ne of sw	14	73 31	40.00	"
ne of se	10	72 29	40.00	"	w hf of se	20	73 31	80.00	"
nw of sw	12	72 29	40.00	"	s hf of sw	26	73 31	80.00	"
s hf of ne	14	72 29	80.00	"	sw qr	28	73 31	160.00	"
s hf of ne	24	72 29	80.00	"	sw of nw	8	71 32	40.00	Adams
ne of ne	26	72 29	40.00	"	w hf of re	10	71 32	80.00	"
nw of se, se of se, and sw of nw	28	72 29	120.00	"	sw of ne	18	71 32	40.00	"
se of se	30	72 29	40.00	"	nw of ne and sw of nw	20	71 32	80.00	"
w hf of nw and se of nw	32	72 29	120.00	"	e hf of sw	2	72 32	80.00	"
sw of sw	34	72 29	40.00	"	se of ne	4	72 32	40.00	"
ne of ne, sw of nw, and nw of sw	36	72 29	120.00	"	ne of ne	10	72 32	40.00	"
ne of se	8	73 29	40.00	"	nw of ne	18	72 32	40.00	"
s hf of nw	18	73 29	77.47	"	s hf of sw	26	72 32	80.00	"
s hf of nw	30	73 29	75.82	"	sw of se and nw of sw	30	72 32	79.90	"
nw of se	32	73 29	40.00	"	e hf of sw and sw of sw	36	73 32	120.00	"
nw of ne and se of ne	34	73 29	80.00	"	se qr	8	71 33	160.00	"
nw qr	6	71 30	151.14	"	sw of se	18	71 33	40.00	"
e hf of se	8	71 30	80.00	"	sw of ne	30	71 33	40.00	"
ne of sw	10	71 30	40.00	"	se of se	10	72 33	40.00	"
n hf of nw	2	72 30	69.49	"	nw of se	14	72 33	40.00	"
nw of nw	12	72 30	40.00	"	sw of sw	18	72 33	51.32	"
sw of se	10	73 30	40.00	"	ne of se	22	72 33	40.00	"
se of nw and se of se	14	73 30	80.00	"	ne of sw	24	72 33	40.00	"
se of se	18	73 30	40.00	"	se of ne	26	72 33	40.00	"
n hf of ne, sw of nw, and nw of sw	24	73 30	160.00	"	ne of ne	36	72 33	40.00	"
sw of ne	28	73 30	40.00	"	se of se	14	73 33	40.00	"
sw of ne and ne of se	34	73 30	80.00	"	se of ne and se of sw	24	73 33	80.00	"
se of nw and se of se	2	71 31	80.00	"	se of ne	30	73 33	40.00	"
ne of ne and w hf of ne	18	71 31	120.00	"	se of ne	34	73 33	40.00	"
se of nw	2	72 31	40.00	"	se of ne	36	73 33	40.00	"
n hf of se	10	72 31	80.00	"	Total			19566.12	

BURLINGTON & MISSOURI RIVER RAILROAD—CONTINUED.

[Approved by the Secretary of the Interior, February 3, 1869. Des Moines District—Fifteen Miles Limits.]

Parts of Sections.	Section	Town	Range	Acres.	In what county situate.	In what county situate
ne of nw.	18	N 73	W 4	40.00	Louisa.	Clarke.
n hf of nw.	28	74	8	80.00	Washington	Warren.
ne of ne.	18	70	13	40.00	Davis	Decatur.
nw of sw.	38	71	13	40.00	Wapello.	Clarke.
ne of ne.	22	70	14	40.00	Davis	Warren.
se of ne.	28	75	14	40.00	Mahaska.	"
sw of nw.	22	70	15	40.00	Davis.	Clarke.
sw of se.	30	74	16	40.00	Mahaska.	"
e hf of ne, sw of ne, and s hf of nw	36	70	17			Clarke.
* all.	36	71	17			"
nw of nw.	24	70	18			"
se of sw.	28	73	19			"
e hf of nw.	24	74	19			Madison.
nw of ne.	12	69	20			"
nw of ne.	18	69	20			"
nw of ne.	12	70	20			Clarke.
ne of sw.	10	74	20			"
nw of ne.	4	69	21			"
se of sw.	4	70	21			Madison.
nw of se.	6	74	21			"
ne of sw.	18	74	21			"
nw of s.	4	73	22			Ringgold.
se of sw.	30	74	22			"
se of se.	32	75	22			"
w hf of ne.	30	75	22			"
n hf of sw and nw of se.	18	73	23			"
sw of ne.	2	74	23			"
sw of se.	30	74	23			"

* Part of Mallin Land Grant.

sw of se.	26	70 28	40.00	Ringgold	n hf of ne.	4	73 30	73.89	Union
se of ne, and nw of sw.	36	70 28	80.00	"	sw of nw.	2	74 30	40.00	Adair
*sw of sw.	23	71 28	40.00	Union	nw of sw.	32	75 30	40.00	"
se of se.	32	71 28	40.00	"	ne qr.	30	70 31	160.00	Ringgold
ne of se, and nw of nw.	2	73 28	76.76	"	w hf of se qr.	18	71 31	80.00	Union
e hf of se.	8	73 28	80.00	"	nw of sw.	34	71 31	40.00	"
e hf of se, and sw of se.	34	74 28	120.00	Madison	n hf of ne.	18	70 32	80.00	Taylor
n hf of nw.	4	69 29	77.07	Ringgold	w hf of se.	24	71 32	80.00	Adams
ne of sw.	18	70 29	40.00	"	sw of sw.	6	70 33	45.50	Taylor
sw of nw.	34	71 29	40.00	Union	nw of nw.	10	70 33	40.00	"
sw of se.	36	71 29	40.00	"	nw of nw.	20	70 33	40.00	"
ne of ne.	2	73 29	37.61	"	w hf of ne, and ne of ne	36	70 33	120.00	"
se of ne.	2	74 29	40.00	Madison	sw of se.	2	74 33	40.00	Adair
sw of sw.	14	70 30	40.00	Ringgold	nw of nw.	30	74 33	43.69	"
se of ne.	36	70 30	40.00	"	Total	--	--	--	--
sw of sw.	24	71 30	40.00	Union				5186.67	

*Error. See List 49.

[Approved by Secretary of the Interior, February 3, 1869. Des Moines District—Twenty miles limits.]

n fr hf of sw.	6	74 11	94 25	Keokuk	se of sw.	29	75 24	46.00	Warren
sw of sw.	13	75 13	40.00	"	se of se.	33	75 24	40.00	"
ne of nw.	32	70 15	40.00	Davis	se of se.	19	75 25	40.00	"
nw of nw.	33	70 15	40.00	"	ne of ne.	32	75 25	40.00	"
ne of ne.	34	70 16	40.00	Appanoose	ne of se.	10	69 26	40.00	Decatur
sw of nw.	24	69 17	40.00	"	ne of nw.	17	69 26	40.00	"
sw of sw, and ne of se.	35	70 17	80.00	"	se of sw.	29	69 26	40.00	"
sw of nw.	17	69 19	40.00	"	nw of ne.	12	69 27	40.00	"
nw	27	69 19	160.00	"	e hf of sw.	13	69 27	80.00	"
sw of sw.	34	69 19	40.00	"	ne of ne.	17	69 27	40.00	"
se of sw.	14	69 20	40.00	Wayne	ne of ne, sw of se, and se of sw	12	69 28	120.00	Ringgold
ne of ne	26	69 20	40.00	"	sw of nw.	13	69 28	40.00	"
nw of se.	26	75 21	40.00	Marion	se of se.	22	69 28	40.00	"
e hf of nw.	28	75 21	80.00	"	nw of ne.	24	69 28	40.00	"
sw of se, and se of sw.	25	75 22	80.00	Warren	n hf of ne.	25	69 28	80.00	"
se of se.	33	75 23	40.00	"	ne of se.	15	69 30	40.00	"
ne of ne.	2	68 24	40.56	Decatur	ne of nw.	32	70 30	40.00	"

BURLINGTON & MISSOURI RAILROAD—CONTINUED.

[Approved by Secretary of Interior, February 8, 1869. Council Bluffs District—Six Mile Limits.]

all.....	2	70 34	546.74	Taylor	n hf of nw and nw of se.....	24	72 34	120.00	"
all.....	4	70 34	652.50	"	s hf of nw.....	26	72 34	80.00	"
all.....	6	70 34	675.71	"	* sw of ne, sw of nw, and w hf				
n hf of nw.....	8	70 34	80.00	"	of sw.....	30	72 34	180.62	"
ne qr.....	10	70 34	160.00	"	ne qr.....	32	72 34	160.00	"
w hf of nw.....	4	71 34	75.10	Adams	nw of sw and e hf of sw.....	26	73 34	120.00	"
ne of ne.....	6	71 34	85.15	"	ne of se, nw of nw, and sw of				
sw of se.....	10	71 34	40.00	"	sw.....	30	73 34	120.00	"
sw of ne.....	14	71 34	40.00	"	sw qr, w hf of se, e hf of nw, and				
sw of nw and w hf of sw.....	18	71 34	140.02	"	sw of nw.....	2	70 35	303.25	Taylor
sw of se.....	20	71 34	40.00	"	ne qr, w hf of se, and n hf of				
sw qr.....	22	71 34	160.00	"	sw.....	4	70 35	323.85	"
nw qr, se qr, and nw of sw.....	26	71 34	360.00	"	s hf of se.....	8	70 35	80.00	"
se qr and ne of nw.....	30	71 34	200.00	"	ne qr and e hf of se qr.....	10	70 35	240.00	"
e hf of sec. and e hf of nw.....	32	71 34	400.00	"	ne of nw and nw of sw.....	10	70 35	80.00	"
nw of nw.....	32	71 34	40.00	"	sw of sw.....	10	70 35	40.00	"
ne qr, sw qr, and n hf of se.....	34	71 34	400.00	"	e hf sec., e hf of nw, nw of nw,				
all.....	36	71 34	640.00	"	and e hf of sw.....	12	70 35	520.00	"
n hf of nw.....	2	72 34	08.99	"	nw qr, w hf of ne, se of ne, and				
w hf of ne.....	12	72 34	80.00	"	e hf of sw.....	14	70 35	800.00	"
sw of nw.....	14	72 34	40.00	"	se of ne.....	16	70 35	40.00	"

* sw of nw and nw of sw relinquished by R. R. Co. to U. S., Aug 26, 1869.

se qr, se of ne and ne of sw...	20	70 35	240.00	Taylor	se of nw...	2	71 36	40 00	Montgomery...
nw	22	70 35	160.00	"	nw qr, n hf of ne and w hf of sw	6	71 36	279.23	"
nw qr, w hf of ne, ne of ne and					nw qr, and e hf of sw...	8	71 36	240.00	"
nw of sw	2	71 35	286.00	Adams	se of ne and ne of se...	12	71 36	80.00	"
n hf of ne, w hf of nw, ne of nw, and					sw qr, w hf of nw, ne of nw and				
nw of sw, and nw of se...	4	71 35	241.00	"	se of se...	18	71 36	304.28	"
ne, se of se, and se of nw...	6	71 35	221.04	"	sw of nw...	20	71 36	40 00	"
nw of ne and se of ne...	8	71 35	80.00	"	e hf of se, and n hf of sw...	24	71 36	160.00	"
se qr, e hf of ne, sw of ne, w hf					e hf of sw...	26	71 36	80 00	"
of nw, ne of nw w hf of sw,					all...	30	71 36	624.10	"
and se of sw...	14	71 35	520.00	"	w hf of nw, w hf of sw and ne				
w hf sec., ne qr, w hf of ne and					of sw	32	71 36	200 00	"
ne of se...	18	71 35	558.88	"	se qr, ne qr of ne, sw of ne, e hf				
e hf sec., sw qr and ne of nw...	22	71 35	520.00	"	of sw and se of nw...	36	71 36	360.00	"
w hf of sw...	24	71 35	80.00	"	w hf of sec., and ne qr...	18	72 36	467.27	"
e hf of ne, nw of ne, e hf of se,					sw of nw and nw of sw...	20	72 36	80.00	"
w hf of nw, ne of nw and n hf					sw qr, s hf of ne, n hf of se and				
of sw	28	71 35	400.00	"	nw of nw...	22	72 36	360.00	"
sw of ne and w hf of se...	32	71 35	120.00	"	e hf sec., and sw qr...	24	72 36	480.00	"
n hf of nw, and nw of se...	34	71 35	120.00	"	se qr, e hf of ne, e hf of sw, nw				
w hf of ne, e hf of nw and e hf					of sw and sw of nw...	26	72 36	400.00	"
of sw	36	71 35	240.00	"	w hf of nw, w hf of sw, se of				
sw qr...	10	72 35	160.00	"	sw and sw of se...	30	72 36	227.42	"
s hf sec...	18	72 35	292.20	"	w hf of sw, and se of se...	34	72 36	120.00	"
n hf of ne, w hf of nw and se of					e hf of sw...	36	72 36	80.00	"
nw	20	72 35	200 00	"	n hf of ne, and w hf of se...	2	70 37	160.63	Page
nw of se and se of se...	24	72 35	80.00	"	nw qr...	4	70 37	161.27	"
n hf of se, e hf of sw and sw of					sw qr...	12	70 37	160.00	"
sw	26	72 35	200.00	"	se qr and se of ne...	14	70 37	200.00	"
s hf sec, e hf of ne and sw of ne	28	72 35	440.00	"	ne...	24	70 37	160.00	"
all	32	72 35	640.00	"	w hf sec...	2	71 37	309.14	Montgomery
n hf of nw	34	72 35	80.00	"	se qr, n hf of ne and e hf of sw.	4	71 37	306.69	"
ne of nw, and w hf of se...	2	70 36	121.46	Page	w hf sec., ne qr, w hf of se and				
w hf sec., e hf of se and sw of se.	6	70 36	385.58	"	ne of se...	6	71 37	540.48	"
w hf of sw, and se of sw...	8	70 36	120.00	"	e hf sec., and e hf of nw...	8	71 37	400.00	"
w hf of se...	12	70 36	80 00	"	all...	10	71 37	640.00	"
e hf of sec., and sw qr...	18	70 36	471.73	"	e hf sec., nw qr, e hf of sw and				
s hf of ne...	24	70 35	80.00	"	nw of sw...	12	71 37	600 00	"

all.....	22	71 39	640.00	"	s hf and se of ne.....	12	71 40	360.00	Mills
w hf of nw.....	24	71 39	80.00	"	all.....	14	71 40	640.00	"
w hf and w hf of ne.....	26	71 39	400.00	"	w hf of sw.....	18	71 40	82.63	"
all.....	28	71 39	640.00	"	n hf and e hf of se.....	20	71 40	400.00	"
nw qr.....	30	71 39	159.32	"	all.....	22	71 40	640.00	"
all.....	2	72 39	592.68	"	all.....	24	71 40	640.00	"
all.....	4	72 39	595.41	"	all.....	2	72 40	595.86	"
w hf and ne qr.....	6	72 39	413.31	"	n hf of ne and n hf of nw.....	4	72 40	110.28	"
ne qr, e hf of nw, and ne of sw	8	72 39	280.00	"	s hf of ne.....	8	72 40	80.00	"
n hf and w hf of sw.....	10	72 39	400.00	"	ne of sw.....	10	72 40	40.00	"
e hf of nw and nw of nw.....	12	72 39	120.00	"	ne qr and nw of sw.....	12	72 40	200.00	"
w hf of nw.....	14	72 39	80.00	"	ne of ne.....	36	72 40	40.00	"
w hf.....	18	72 39	304.52	"	n hf of sw and se qr.....	24	73 40	240.00	"
w hf and w hf of ne.....	20	72 39	400.00	"	w hf of sw.....	6	71 41	82.63	"
ne qr and w hf of nw.....	22	72 39	240.00	"	nw of nw.....	8	71 41	40.00	"
nw qr and w hf of ne.....	24	72 39	240.00	"	ne of nw.....	12	71 41	40.00	"
n hf of sw.....	24	72 39	80.00	"	se of nw.....	26	71 41	40.00	"
e hf and sw qr.....	26	72 39	480.00	"	nw of se.....	20	73 41	40.00	"
ne qr.....	28	72 39	160.00	"	nw of se.....	24	73 41	40.00	"
w hf and se qr.....	30	72 39	464.52	"	sw of sw.....	28	73 41	40.00	"
nw qr and n hf of ne.....	32	72 39	240.00	"	w hf of sw and sw of nw.....	6	71 42	118.20	"
e hf and sw qr.....	34	72 39	480.00	"	ne of sw.....	24	72 42	40.00	"
s hf of nw.....	34	72 39	80.00	"	nw of nw.....	20	73 42	40.00	"
sw qr, e hf of nw, sw of se, and	36	72 39	320.00	"	nw of ne.....	24	73 42	40.00	"
nw of ne.....	20	73 39	40.00	"	sw of ne.....	26	73 42	40.00	"
all.....	26	73 39	640.00	"	nw of sw.....	28	73 42	40.00	"
e hf, sw qr, and e hf of nw.....	28	73 39	560.00	"	ne of se.....	30	73 42	40.00	"
all.....	30	73 39	621.72	"	nw of ne and ne of sw.....	12	71 43	80.00	"
ne qr, nw of se, and e hf of ne ..	32	73 39	280.00	"	w hf of nw and ne of nw.....	22	71 43	120.00	"
e hf, n hf of nw, and sw of sw	34	73 39	440.00	"	nw of sw and se of sw.....	4	72 43	80.00	"
n hf and e hf of sw.....	2	71 40	359.74	Mills	se of ne, ne of se, and sw of se	36	72 43	120.00	"
e hf and sw qr.....	4	71 40	457.58	"	s hf of se.....	24	73 43	80.00	"
n hf of ne and se of se.....	6	71 40	97.56	"	ne of nw.....	32	73 43	40.00	"
e hf of ne, nw of ne, s hf of se,	8	71 40	820.00	"	ne of sw.....	34	73 43	40.00	"
n hf of nw, and nw of sw.....	10	71 40	640.00	"	Total			56891.48	

BURLINGTON AND MISSOURI RAILROAD—CONTINUED.

Approved by Secretary of the Interior, February 3d, 1869—Council Bluffs District. Fifteen Miles Limits.

Parts of Sections.	Sec. 18	Top of Range	Acres.	In what county situate.	Parts of Sections.	Sec. 36	Top of Range	Acres.	In what county situate.
ne of se	18	N 69 34	40.00	Taylor	ne of ne	36	N 73 36	40.00	Montgomery
se of sw	20	69 34	40.00	"	ne of se	28	74 36	40.00	Cass
e hf of sw	24	69 34	80.00	"	nw of se	2	69 37	40.00	Page
se of ne and se of nw	30	69 34	80.00	"	ne of nw	14	69 37	40.00	"
nw of se	10	73 34	40.00	Adams	sw of sw	18	69 37	40.70	"
nw of nw	20	73 34	40.00	"	nw of nw	28	70 37	40.00	"
se of nw	26	73 34	40.00	"	ue of sw	20	73 37	40.00	Montgomery
nw of nw	30	73 34	44.90	"	se of sw	22	73 37	40.00	"
nw of nw	14	74 34	40.00	Cass	se of se	24	69 38	40.00	Page
se of ne	28	74 34	40.00	"	nw of ne und se of sw	4	70 38	79.96	"
ne of nw	30	74 34	40.00	"	s hf of nw	10	70 38	80.00	"
w hf of sw	6	72 35	52.29	Adams	se of sw	26	70 38	40.00	"
s hf of sw and nw of nw	2	73 35	112.69	"	ne of nw	34	70 38	40.00	"
nw of sw	4	73 35	40.00	"	nw of nw	36	70 38	40.00	"
n hf of ne	6	73 35	68.56	"	w hf of nw and se of sw	18	74 38	105.88	Pottawattamie
nw of nw	8	73 35	40.00	"	ne of ne	30	74 38	40.00	"
se of ne, ne of se, se of sw, and ne of ne	10	73 35	160.00	"	nw of nw	32	74 38	40.00	"
nw of nw	26	73 35	40.00	"	nw of se	10	69 39	40.00	Page
se of se	24	74 35	40.00	Cass	nw of nw	12	69 39	40.00	"
n hf of nw	4	69 36	61.48	Page	se of nw	20	70 39	40.00	"
sw of ne	34	69 36	40.00	"	n hf of se	6	69 40	80.00	Fremont
sw of sw and nw of nw	30	70 36	69.38	"	sw of ne	18	70 40	40.00	"
n hf of nw and nw of se	2	72 36	95.48	Montgomery	ne of ne	24	70 40	40.00	"
n hf of ne, n hf of nw, and sw of sw	6	72 36	145.15	"	ne of ne	10	73 40	40.00	Mills
sw of sw and ne of sw	8	72 36	80.00	"	sw of nw	4	74 40	40.00	Pottawattamie
s hf of nw and nw of sw	2	73 36	120.00	"	w hf of sw	30	74 40	69.18	"
nw of ne and sw of sw	18	73 36	77.30	"	n hf of ne	2	69 41	64.71	Fremont
					ne of nw	6	69 41	36.97	"
					nw of nw	10	69 41	40.00	"

nw of se.	33	70 41	40.00	Fremont.	se of se.	14	70 43	40.00	Fremont.
nw of sw.	12	73 41	40.00	Mills	se of se.	24	70 43	40.00	"
nw of ne.	14	73 41	40.00	"	nw of ne, ne of nw, and ne of sw	26	70 43	120.00	"
ne of se	12	74 41	40.00	Pottawattamie.	e hf of ne.	34	71 43	80.00	Mills
ne of nw.	14	74 41	40.00	"	sw of se.	36	71 43	40.00	"
ne of se.	28	74 41	40.00	"	Total.			3764.63	
nw of nw.	12	70 43	40.00	Fremont.					

[Approved by Secretary of Interior, February 3, 1869. Council Bluffs District—Twenty Miles Limits.]

se of se.	31	68 34	40.00	Taylor	nw of ne.	27	74 36	40.00	Cass.
se of nw.	8	74 34	40.00	Cass.	se of se.	36	74 36	40.00	"
ne of ne.	25	75 34	40.00	"	sw of nw	32	75 36	40.00	"
nw of nw.	28	75 34	40.00	"	ne of sw.	33	75 36	40.00	"
ne of ne.	10	67 35	40.00	Page.	nw of se.	34	75 36	40.00	"
se of sw.	29	68 35	40.00	Taylor	sw of ne.	10	74 37	40.00	"
w hf of nw.	30	68 35	68.45	"	se of ne.	12	74 37	40.00	"
n hf of ne.	1	74 35	67.24	Cass.	se of se.	36	75 37	40.00	"
se of sw.	3	74 35	40.00	"	w hf sec.	4	68 38	31.45	Page
n hf of ne and sw of nw.	4	74 35	97.01	"	all	5	68 38	54.28	"
n hf of nw.	5	74 35	61.48	"	all	6	68 38	43.58	"
nw of sw.	10	74 35	40.00	"	ne of ne.	21	68 38	40.00	"
ne of nw and sw of se.	15	74 35	80.00	"	nw of nw.	22	68 38	40.00	"
ne of ne.	17	74 35	40.00	"	nw of ne.	18	69 38	40.00	"
sw of sw.	23	74 35	40.00	"	nw of ne and ne of sw.	30	69 38	80.00	"
se of se and sw of nw.	26	74 35	80.00	"	nw of se.	35	69 38	40.00	"
se of se and sw of sw.	29	74 35	80.00	"	n hf of nw.	1	74 38	56.60	Pottawattamie.
se of se.	31	74 35	40.00	"	n hf of nw.	4	74 38	55.87	"
se of se.	32	75 35	40.00	"	nw of se.	13	75 38	40.00	"
se of se.	34	75 35	40.00	"	nw of se.	14	75 38	40.00	"
sw of se	14	68 36	40.00	Page	nw of se.	15	75 38	40.00	"
sw of sw.	24	68 36	40.00	"	nw of sw.	18	75 38	35.86	"
n hf of nw.	2	74 36	62.00	Cass.	nw of nw.	25	75 38	40.00	"
sw of nw and nw of sw.	6	74 36	68.92	"	sw of ne and nw of sw.	28	75 38	80.00	"
se of ne.	9	74 36	40.00	"	ne of ne.	34	75 38	40.00	"
se of se.	23	74 36	40.00	"	all	1	68 39	37.08	Page
n hf of nw and sw of sw.	26	74 36	120.00	"	all	2	68 39	29.72	"

BURLINGTON & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec. 36	Acres.	In what county situate.	Parts of Sections.	Sec. 37	Acres.	In what county situate.	Range	Town	Sec.	Acres.	In what county situate.
ne of se.....	13	69.39	40.00 Page.....	sw of nw.....	13	69.39	44.00 Fremont.....	44	20	1	44.00	Fremont.....
nw of sw.....	24	69.39	40.00 ".....	ne of nw.....	24	69.39	".....	"	"	"	"	".....
e hf of nw.....	5	74.89	64.22 Pottawattamie.	ne of sw.....	5	74.89	".....	"	"	"	"	".....
ne qr, n hf of se, and n hf of sw.	10	69.40	320.00 Fremont.....	ne of nw.....	10	69.40	".....	"	"	"	"	".....
w hf of ne and ne of ne.....	1	74.40	87.88 Pottawattamie.	e hf of ne.....	1	74.40	".....	"	"	"	"	".....
se of sw.....	34	75.40	40.00 ".....	sw of ne.....	34	75.40	".....	"	"	"	"	".....
ne of nw.....	36	75.40	40.00 ".....									
sw of nw and nw of sw.....	18	69.42	87.08 Fremont.....	Total.....								

[Approved by Secretary of the Interior, May 10, 1869. Council Bluffs District—twenty miles limits.]

s hf of nw.....	24	72.84	80.00 Adams.....	sw of sw, and s hf of ne.....	4	71.38	120.00 Montgomery..
sw of nw, and nw of sw.....	12	70.35	80.00 Taylor.....	n hf of se.....	8	71.38	80.00 ".....
w hf of nw.....	18	70.35	70.67 ".....	e hf of ne.....	10	72.38	80.00 ".....
s hf of se.....	4	71.35	80.00 Adams.....	w hf of nw, and se of nw.....	26	72.38	120.00 ".....
e hf of sw.....	6	71.35	80.00 ".....	s hf of ne.....	6	71.39	80.00 ".....
s hf of nw.....	8	71.35	80.00 ".....	s hf of sw.....	24	73.39	80.00 ".....
n hf sw, and nw of nw.....	3	70.36	121.37 Page.....	sw qr, and w hf of se.....	20	71.40	240.00 Mills.....
w hf of ne, and e hf of nw.....	12	70.36	160.00 ".....	nw of ne, and ne of nw.....	28	73.42	80.00 ".....
w hf of nw.....	24	70.36	80.00 ".....	sw of sw.....	24	72.43	40.00 ".....
nw of ne.....	32	71.37	40.00 Montgomery..	Total.....			1952.04
n hf of ne.....	10	72.37	80.00 ".....				
sw of se, and se of sw.....	30	73.37	80.00 ".....				

[Approved by Secretary of the Interior, May 10, 1869. Des Moines District—twenty miles limits.]

sw of nw.....	10	71	40.00 Des Moines.....	lot No 6, on Island.....	2	67	2.63 Lee.....
nw of ne.....	6	68	40.60 ".....	lots No. 5, 6, 7, and 8, on Island.	36	68	86.20 ".....
nw of se.....	24	71	40.00 ".....	*nw of ne.....	19	74	40.00 Louisa.....
lot No. 8, on Island.....	24	68	6.15 Lee.....	e hf of ne.....	24	71	80.00 Washington...
lots No. 6 and 7, on Island.....	32	68	70.50 ".....	ne of sw.....	30	69	40.00 Van Buren...

* Held by Government to Jesse Williams.

nw of ne.....	25	75	11	40.00	Kcokuk	se of ne.....	25	69	25	40.00	Wayne..
sw of nw.....	25	76	14	40.00	Mahaska	sw qr.....	82	72	27	160.00	Clarke.....
n hf of ne.....	18	70	17	80.00	Appanoose	se of se.....	13	69	28	40.00	Ringgold
se of nw.....	2	72	17	40.00	Monroe	n hf of ne, and sw of ne.....	13	69	28	120.00	".....
lot 5.....	28	75	17	54.98	Mahaska	s hf of nw.....	2	72	29	80.00	Union
n hf of se.....	6	71	18	80.00	Monroe	se of se.....	10	72	29	40.00	".....
sw of sw.....	24	73	19	40.00	".....	ne of se.....	10	74	30	40.00	Adair
se of se.....	33	74	19	40.00	Marion	e hf of se, and sw of se.....	24	70	31	120.00	Ringgold
ne of ne.....	18	69	20	40.00	Wayne.....	ne of se.....	20	70	33	40.00	Taylor.....
se of se	26	73	20	40.00	Lucas						
se of se.....	12	72	21	40.00	".....	Total.....	..	..	..	1686.43	
sw of nw	32	73	21	40.00	".....						

[Approved by Secretary of the Interior, Sept. 23, 1869. Des Moines and Council Bluffs Districts—Twenty miles limits.]

fr on island.....	6	70	1	19.77	Des Moines...	sw of se.....	28	73	43	40 00	Mills.....
fr on island.....	12	70	2	1.40	".....						
						Total.....	..	..	..	61.17	

CHICAGO, ROCK ISLAND & PACIFIC RAILROAD.

The following are supplemental lists of lands approved and certified to the State under act of Congress of May 15, 1856, to aid in the construction of the Chicago, Rock Island & Pacific Railroad.

[Approved by the Secretary of the Interior, June 20, 1870. Council Bluffs District.]

Parts of Sections.	Section.	Range.	Acres.	In what county situate.	Parts of Sections.	Section.	Range.	Acres.	In what county situate.
lots 12, 13, 16, and 17.....	5	78|38	160.09	Audubon.....	w hf of sw and se of sw.....	11	76|44	120.00	Pottawattamie.
sw of nw and nw of sw.....	35	78|43	80.00	Harrison.....	Total.....	.....	.....	360.00	

[Approved by the Secretary of the Interior, March 14, 1871. Des Moines District.]

sw of nw.....	13	79|31	40.00	Guthrie....	nw of sw.....	29	76|25	40.00	Warren.....
nw of nw.....	33	78|32	40.00	".....	Total.....	.....	.....	120 00	

Lists of lands approved and certified by the Department of the Interior to the Chicago, Rock Island & Pacific Railroad Company, under act of Congress of June 2, 1864.

[Approved by the Secretary of the Interior, June 20, 1870. Council Bluffs District—Twenty Miles Limits)

ne fr qr of ne.....	1	75|34	41.10	Cass.....	sw fr of sw.....	6	76|34	86.72	Cass.....
ne of se.....	3	75|34	40.00	".....	sw of sw.....	8	76|34	40.00	".....
se of se.....	5	75|34	40.00	".....	ne of ne and ne of se.....	10	76|34	80.00	".....
se of nw.....	6	75|34	40.00	".....	ne of ne.....	14	76|34	40.00	".....
sw of ne.....	9	75|34	40.00	".....	w fr hf of sw.....	18	76|34	71.05	".....
ehf of ne.....	12	75|34	80.00	".....	w hf of nw and se of se.....	20	76|34	120.00	".....
ne of sw.....	12	75|34	40.00	".....	se of sw.....	28	76|34	40.00	".....
nw of sw.....	4	76|34	40.00	".....	nw of sw.....	34	76|34	40.00	".....

all	3	77 34	640.20	Cass	all	14	79 34	640.00	Audubon
all	4	77 34	647.12	"	se qr, n hf of sw, s hf of nw, and nw of nw.	20	79 34	300.00	"
ne fr qr, e fr hf of nw, sw fr qr of nw, and nw fr qr of sw qr.	6	77 34	323.41	"	all	22	79 34	640.00	"
nw of ne.	8	77 34	40.00	"	all	24	79 34	640.00	"
sw fr qr of sw.	18	77 34	39 15	"	all	26	79 34	640.00	"
nw fr qr of sw qr.	30	77 34	38.28	"	all	28	79 34	640.00	"
all	2	78 34	1149.50	Audubon	ne of ne.	30	79 34	40.00	"
lots 2, 3, 4, 5, and 6, and se qr.	4	78 34	374.04	"	ne of se, w hf of sw, and se of sw.	32	79 34	160.00	"
n fr hf.	6	78 34	836.63	"	all	34	79 34	640.00	"
sw fr qr.	6	78 34	165.51	"	all	36	79 34	640.00	"
all	10	78 34	640.00	"	n fr hf of ne and n fr hf of nw.	2	80 34	219.66	"
all	12	78 34	640.00	"	se of ne.	4	80 34	40.00	"
ne of ne and s hf of se qr.	14	78 34	120.00	"	ne of se.	14	80 34	40.00	"
w hf of nw and ne of nw.	14	78 34	120.00	"	ne of ne and w hf of sw.	18	80 34	124.69	"
w hf of sw and se of sw.	14	78 34	120.00	"	sw of sw.	20	80 34	40.00	"
e hf sec, e hf of nw qr, and e hf of sw qr.	18	78 34	480.00	"	s hf of sw.	22	80 34	80.00	"
all	20	78 34	640.00	"	sw of nw.	24	80 34	40.00	"
all	22	78 34	640.00	"	sw of nw.	26	80 34	40.00	"
all	24	78 34	640.00	"	ne of sw.	28	80 34	40.00	"
all	26	78 24	640.00	"	nw fr of nw and sw fr qr.	30	80 34	201.83	"
n hf of sec, n hf of se, and e hf of sw.	28	78 34	480.00	"	sw qr.	32	80 34	160.00	"
n hf of ne, nw fr qr of nw qr, se qr, and e hf of sw qr.	30	78 34	361.35	"	nw of sw.	34	80 34	40.00	"
w hf of ne, ne of ne, nw qr, nw of se, w hf of sw, and ne of sw.	32	78 34	440.00	"	sw of se.	17	75 35	40.00	Cass
all	34	78 34	640.00	"	nw of se.	14	76 35	40.00	"
all	36	78 34	640.00	"	se of ne.	29	76 35	40.00	"
n fr hf of ne.	2	79 34	72.63	"	ne of ne and n fr hf of sw qr.	31	76 35	89.41	"
all	6	79 34	625.97	"	nw of sw.	32	76 35	40.00	"
e hf of ne, nw of ne, nw qr, s hf of se qr, w hf of sw, and ne of sw.	8	79 34	480.00	"	n hf of se.	2	77 35	80.00	"
all	10	79 34	640.00	"	se of sw.	2	77 35	40.00	"
all	12	79 34	640.00	"	ne fr qr of ne.	4	77 35	39.86	"
					nw fr qr of nw.	4	77 35	40.93	"
					sw fr qr.	18	77 35	90.02	"
					sw of sw.	26	77 35	40.00	"
					sw of nw and sw of se.	28	77 35	80.00	"
					s fr hf of sw	30	77 35	43.70	"
					lots 1, 2, 5, 6, and 7.	2	78 35	203.96	Audubon

CHICAGO, ROCK ISLAND, AND PACIFIC RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Twp.	Rang.	Acres.	In what county situate.	Parts of Sections.	Sec.	Twp.	Rang.	Acres.	In what county situate.
lots 1, 2, 3, 10, and 15.....	6	78	35	185.06	Audubon.....	nw of nw.....	24	81	35	40.00	Audubon.....
se of nw and s hf of ne.....	14	78	35	120.00	".....	ne of ne.....	26	81	35	40.00	".....
nw of sec, ne of sw, and nw of nw.....	32	78	35	120.00	".....	w fr hf of nw and w fr hf of sw.....	30	81	35	178.40	".....
all.....	4	79	35	621.98	".....	se of nw.....	36	81	35	40.00	".....
all.....	6	79	35	642.33	".....	se of se.....	12	75	36	40.00	Cass.....
all.....	8	79	35	640.00	".....	nw of nw and se of se.....	20	76	36	80.00	".....
w hf of sec and n hf of ne.....	12	79	35	400.00	".....	nw of nw.....	21	76	36	40.00	".....
all.....	18	79	35	644.70	".....	se of se.....	8	77	36	40.00	".....
w hf of sec and se qr.....	20	79	35	480.00	".....	w hf of nw, se of nw, and sw of se.....	10	77	36	160.00	".....
w hf of ne and se of ne.....	20	79	35	120.00	".....	nw of sw.....	20	77	36	40.00	".....
ne of ne and n hf of nw.....	22	79	35	120.00	".....	nw of nw.....	22	77	36	40.00	".....
ne of sw and w hf of se.....	26	79	35	120.00	".....	lots 1 to 18 inclusive.....	2	78	36	699.34	Audubon.....
w hf of sec, ne qr, and w hf of se.....	28	79	35	560.00	".....	se qr.....	2	78	36	160.00	".....
all.....	30	79	35	658.08	".....	lots 1, 2, 3, 4, 15, 16, 17, 18, 19, and 20, and s hf of sec.....	4	78	36	701.06	".....
w hf of nw.....	34	79	35	80.00	".....	lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11, and w fr hf of sw qr.....	6	78	36	547.13	".....
nw of nw and sw of sw.....	14	80	35	80.00	".....	all.....	8	78	36	640.00	".....
s fr hf.....	18	80	35	326.55	".....	w hf of sec and w hf of ne.....	10	78	36	400.00	".....
all.....	20	80	35	640.00	".....	w hf of sec.....	12	78	36	820.00	".....
all.....	22	80	35	640.00	".....	ne qr, w hf of nw, ne of nw, and sw of sw.....	14	78	36	820.00	".....
se of ne and e hf of sw.....	24	80	35	120.00	".....	all.....	18	78	36	596.20	".....
w hf of ne and w hf of sw.....	26	80	35	160.00	".....	w hf of sec, ne fr qr, and w hf of se.....	2	79	36	528.04	".....
all.....	28	80	35	640.00	".....	all.....	4	79	36	601.64	".....
all.....	30	80	35	668.00	".....	all.....	6	79	36	637.73	".....
all.....	32	80	35	640.00	".....	all.....	8	79	36	640.00	".....
all.....	34	80	35	640.00	".....	all.....	10	79	36	640.00	".....
e hf of sec, se of nw, and e hf of sw.....	36	80	35	440.00	".....	e hf of sec, e hf of nw, and sw.....	12	79	36	500.00	".....
n fr hf of ne and n fr hf of nw.....	2	81	35	131.52	".....	s hf, e hf of ne, and sw of ne.....	14	79	36	440.00	".....
n fr hf of ne and n fr hf of nw.....	4	81	35	134.20	".....	all.....	18	79	36	650.40	".....
n fr hf of ne and w fr hf of sw.....	6	81	35	162.45	".....						
w fr hf of nw and ne of nw.....	6	81	35	124.01	".....						
w fr hf of nw and w fr hf of nw.....	18	81	35	180.43	".....						

n hf of sec and n hf of sw	20	79 36	400 00	Audubon	ne of ne	8	76 37	40.00	Cass
e hf of sec and sw qr	22	79 36	480 00	"	nw of ne	10	76 37	40.00	"
all	24	79 36	640 00	"	nw of nw	15	76 37	40.00	"
all	26	79 36	640 00	"	sw of ne	17	76 37	40.00	"
all	28	79 36	640 00	"	sw of se	22	76 37	40.00	"
n fr qr, nw of ne, and nw fr qr of sw qr	30	79 36	257.73	"	w fr hf of sw	6	77 37	51.88	"
all	32	79 36	640 00	"	w fr of nw	30	77 37	56.25	"
all	34	79 36	640 00	"	lots 1, 2, 14 and 15	2	78 37	215.30	Shelby
all	36	79 36	640 00	"	w hf of se	2	78 37	80.00	"
s hf of nw	4	80 36	80.00	"	lots 1 and 2	4	78 37	129.56	"
ne fr qr of nw and w hf of sw	6	80 36	155.21	"	lots 1, and 2, and w fr hf of sw	6	78 37	159.87	"
w hf of nw	14	80 36	80.00	"	se of se	12	78 37	40.00	"
sw of sw	18	80 36	47.68	"	w fr hf of nw, s hf of se, and sw fr qr	18	78 37	257.16	"
all	20	80 36	640 00	"	ne qr. n hf of se, e hf of nw, and nw of nw	28	78 37	360.00	"
all	22	80 36	640 00	"	w fr hf of nw and w fr hf of sw	30	78 37	101.96	"
all	24	80 36	640 00	"	nw of nw	36	78 37	40.00	"
all	26	80 36	640 00	"	all	2	79 37	611.34	"
all	28	80 36	640 00	"	all	4	79 37	612.96	"
all	30	80 36	684 64	"	e hf of sec, e hf of nw, and se of sw	8	79 37	440 00	"
all	32	80 36	640 00	"	all	10	79 37	640 00	"
all	34	80 36	640 00	"	all	12	79 37	640 00	"
n fr hf of ne and n fr hf of nw	2	81 36	134.00	"	all	14	79 37	640 00	"
n fr hf of ne and ne fr qr of nw	4	81 36	108.30	"	se qr	18	79 37	160 00	"
n fr hf of nw, n fr hf of ne, and sw of sw	6	81 36	192.94	"	all	20	79 37	640 00	"
se of se	8	81 36	40.00	"	w hf	22	79 37	320 00	"
e hf of ne qr. sw of nw, and nw of se	10	81 36	160.90	"	all	24	79 37	640 00	"
sw of nw	14	81 36	40.00	"	ne qr	26	79 37	160 00	"
sw fr qr and w fr hf of nw	18	81 36	267.08	"	all	28	79 37	640 00	"
n hf of nw and se of se	28	81 36	120.00	"	all	30	79 37	667.84	"
w fr hf of nw, w fr hf of sw, and se of sw	30	81 36	219.90	"	w hf of nw and w hf of sw	32	79 37	160 00	"
w hf of nw and sw of sw	32	81 36	120.00	"	ne qr, e hf of nw, and sw qr	34	79 37	400 00	"
se of sw	36	81 36	40.00	"	w hf of sec, s hf of ne, and se qr	36	79 37	560 00	"
nw fr qr of ne	2	76 37	35.71	Cass	sw fr qr of nw	6	80 37	41.56	"
					nw fr qr of nw	18	80 37	41.17	"
					all	20	80 37	640 00	"

CHICAGO, ROCK ISLAND & PACIFIC RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.	Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.
n hf of se, w hf of sw, and ne of sw	22	80	37	120.00	Shelby	se of ne	30	77	38	40.00	Pottawattamie.
all	26	80	37	640.00	"	se of se	34	77	38	40.00	"
e hf of se, and sw of se	28	80	37	120.00	"	lots 1 and 2	2	78	38	113.60	Shelby
n fr hf, and w fr hf of sw	30	80	37	409.80	"	lots 1, 2, 14, and 15	4	78	38	190.48	"
ne of nw, and sw of nw	32	80	37	80.00	"	ne of ne	8	78	38	40.00	"
all	34	80	37	640.00	"	e hf, and e hf of sw qr	24	78	38	400.00	"
all	36	80	37	640.00	"	sw of ne	26	78	38	40.00	"
n fr hf of ne, se of ne, and n fr hf of nw	4	81	37	171.32	"	w hf of nw, and se of nw	30	78	38	100.34	"
n fr hf of ne, and w fr hf of sw	6	81	37	146.76	"	se of se	36	78	38	40.00	"
se of se	10	81	37	40.00	"	ne fr qr of ne	2	79	38	35.01	"
nw of nw	12	81	37	40.00	"	s hf	20	79	38	320.00	"
nw fr qr of nw, and nw fr qr of sw	18	81	37	81.20	"	w hf of sw	32	79	38	80.00	"
nw of sw	20	81	37	40.00	"	e hf, sw qr, and e hf of nw	36	79	38	560.00	"
se of se	22	81	37	40.00	"	sw qr	8	80	38	160.00	"
w hf of sw	30	81	37	83.69	"	se of se	10	80	38	40.00	"
nw of nw, se of se and sw of sw	34	81	37	120.00	"	sw of nw	12	80	38	40.00	"
ne of sw	2	75	38	40.00	Pottawattamie.	all	14	80	38	640.00	"
nw fr qr of ne, and ne of nw	5	75	38	76.31	"	w fr hf, ne qr, and w hf of se	18	80	38	579.40	"
w fr hf of nw	6	75	38	70.85	"	e hf, and sw qr	20	80	38	480.00	"
w fr hf of nw, and nw of se	7	75	38	111.84	"	w hf of ne, se qr, nw of nw, se of nw, and e hf of sw	22	80	38	400.00	"
nw of nw	12	75	38	40.00	"	all	24	80	38	640.00	"
w fr hf of nw	18	75	38	71.51	"	all	26	80	38	640.00	"
ne fr of ne	6	76	38	85.02	"	w hf of se, w hf of nw, and sw qr	28	80	38	320.00	"
nw of ne	7	76	38	40.00	"	sw qr	30	80	38	169.84	"
nw of ne	8	76	38	40.00	"	ne qr	32	80	38	160.00	"
se of sw	9	76	38	40.00	"	e hf, e hf of nw, nw of nw, and sw qr	34	80	38	600.00	"
sw of ne	23	76	38	40.00	"	nw qr, n hf of sw, and se qr of sw	36	80	38	280.00	"
sw of ne	26	76	38	40.00	"	n fr hf of nw, and n fr hf of ne	2	81	38	140.42	"
nw of sw	31	76	38	36.30	"	n fr hf of ne, and ne fr qr of nw	4	81	38	105.07	"
sw of 4"	14	77	38	40.00	"						

sw of sw	10	81 38	40.00	Shelby	all	12	80 39	640.00	Shelby
ne of nw	12	81 38	40.00	"	all	14	80 39	640.00	"
ne of nw	20	81 38	40.00	"	all	18	80 39	644.16	"
nw of sw	22	81 38	40.00	"	all	20	80 39	640.00	"
se of se	36	81 38	40.00	"	all	22	80 39	640.00	"
e hf of ne	28	82 38	80.00	Crawford	all	24	80 39	640.00	"
w fr hf of nw and w fr hf of sw	30	82 38	153.64	"	all	26	80 39	640.00	"
e fr hf of nw and nw fr of nw	1	75 39	105.92	Pottawattamie	all	28	80 39	640.00	"
nw fr qr of ne	2	75 39	35.87	"	all	30	80 39	655.75	"
ne of sw	11	75 39	40.00	"	all	32	80 39	640.00	"
nw fr of nw	2	76 39	36.60	"	all	34	80 39	640.00	"
se of sw	12	76 39	40.00	"	all	36	80 39	640.00	"
se of nw	56	76 39	40.00	"	n fr hf of nw, n fr hf of ne, and				
w fr hf of nw	6	77 39	60.00	"	se of ne	2	81 39	169.48	"
lot 2	2	78 39	51.42	Shelby	n hf of nw	6	81 39	73.29	"
w fr hf of sw and lots 1 and 10	6	78 39	145.99	"	sw of se	28	82 39	40.00	Crawford
w fr hf of nw and w fr hf of sw	18	78 39	103.72	"	se of nw	34	82 39	40.00	"
nw qr and w hf of sw	20	78 39	240.00	"	n fr hf of ne	6	74 40	50.21	Pottawattamie
nw fr qr, w hf ne, ne of ne, w hf	30	78 39	349.44	"	w hf of se	27	75 40	80.00	"
of sw, and nw of se	32	78 39	40.00	"	sw of sw	30	75 40	34.87	"
sw qr of sw	2	79 39	102.57	"	nw of ne	33	75 40	40.00	"
ne fr of nw and n fr hf of ne	4	79 39	134.90	"	n fr hf of ne and n fr hf of nw	2	76 40	132.56	"
n fr hf of ne and n fr hf of nw	6	79 39	648.07	"	all	6	76 40	573.33	"
all	8	79 39	330.00	"	nw qr and nw of se	8	76 40	200.00	"
s hf	10	79 39	280.00	"	nw of nw and nw of se	14	76 40	80.00	"
e hf of ne, nw qr, and se of se	10	79 39	80.00	"	nw of nw	22	76 40	40.00	"
n hf of sw	14	79 39	480.00	"	w hf of nw	30	76 40	53.24	"
s hf of sec and ne qr	18	79 39	630.64	"	ne of se	34	76 40	40.00	"
e hf	22	79 39	320.00	"	all	2	77 40	650.62	"
w hf of nw and w hf of sw	24	79 39	160.00	"	w hf of nw and w hf of sw	8	77 40	160.00	"
sw qr	28	79 39	160.00	"	sw of se	10	77 40	40.00	"
w fr hf of nw, w fr hf of sw,	30	79 39	209.18	"	w hf	12	77 40	320.00	"
and se of sw	2	80 39	53.36	"	nw qr	14	77 40	160.00	"
nw fr qr of nw	4	80 39	40.00	"	w hf of ne and s hf of sec	20	77 40	400.00	"
se of ne	6	80 39	40.00	"	w hf of sec, se qr, and sw of ne	22	77 40	520.00	"
ne of nw	10	80 39	320.00	"	all	28	77 40	640.00	"
s hf	10	80 39	320.00	"	all	30	77 40	588.64	"
					all	32	77 40	640.00	"

CHICAGO, ROCK ISLAND & PACIFIC RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situated.	Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situated.
lots 1 and 2.....	2	78 40	78 40	104.56	Shelby.....	all	34	79 40	79 40	640.00	Shelby.....
lots 1 and 2.....	4	78 40	78 40	105.22	".....	all	36	79 40	79 40	640.00	".....
lots 1, 2, 3, 4, 5, 6, 10, and 11, and sw fr qr.....	6	78 40	78 40	460.15	".....	nw fr of nw.....	4	80 40	80 40	42.41	".....
w hf of nw.....	12	78 40	78 40	80.00	".....	sw of nw.....	8	80 40	80 40	40.00	".....
all	18	78 40	78 40	611.80	".....	all	24	80 40	80 40	640.00	".....
w hf of ne and w hf of se	22	78 40	78 40	160.00	".....	all	26	80 40	80 40	640.00	".....
w hf of sec, se qr, and se of ne..	24	78 40	78 40	520.00	".....	w fr hf of nw and w fr hf of sw	30	80 40	80 40	174.56	".....
e hf of sec, nw of nw, and se of sw.....	26	78 40	78 40	400.00	".....	all	34	80 40	80 40	640.00	".....
se of sw.....	28	78 40	78 40	40.00	".....	all	36	80 40	80 40	640.00	".....
all	30	78 40	78 40	605.92	".....	se of se.....	2	81 40	81 40	40.00	".....
all	36	78 40	78 40	640.00	".....	sw fr of sw.....	6	81 40	81 40	40.00	".....
e fr hf of sec and sw qr.....	2	79 40	79 40	479.07	".....	s hf of se.....	18	81 40	81 40	43.53	".....
all	4	79 40	79 40	640.62	".....	se of se.....	24	81 40	81 40	80.00	".....
se qr.....	8	79 40	79 40	160.00	".....	sw of sw.....	28	81 40	81 40	40.00	".....
e hf of sec and sw qr.....	10	79 40	79 40	480.00	".....	ne of sw.....	30	81 40	81 40	41.81	".....
w hf of nw, w hf of sw, and se of sw.....	14	79 40	79 40	200.00	".....	n hf of ne.....	32	81 40	81 40	40.00	".....
w fr hf of nw and w fr hf of sw.....	18	79 40	79 40	177.10	".....	* sw of ne of sw.....	34	82 40	82 40	80.00	Crawford.....
w hf sec.....	20	79 40	79 40	320.00	".....	n fr hf of ne and n fr hf of nw..	2	74 41	74 41	80.00	Pottawattamie.
all	22	79 40	79 40	640.00	".....	n fr hf of ne, sw fr qr of nw, and w fr hf of sw qr.....	4	74 41	74 41	109.52	".....
e hf.....	24	79 40	79 40	320.00	".....	ne qr of sw qr.....	6	74 41	74 41	154.99	".....
w hf of nw, ne of nw, and sw qr	26	79 40	79 40	280.00	".....	nw fr qr of nw qr.....	18	74 41	74 41	40.00	".....
all	28	79 40	79 40	640.00	".....	ne fr qr, nw fr qr of nw qr, and s hf of se.....	4	75 41	75 41	36.48	".....
e hf of sec, sw fr qr, and w fr hf of nw.....	30	79 40	79 40	581.76	".....	ne of se.....	6	75 41	75 41	261.31	".....
e hf of ne, sw of ne, s hf of nw, w hf of se, and sw qr.....	32	79 40	79 40	440.00	".....	s fr hf of sw.....	14	75 41	75 41	40.00	".....
	34	79 40	79 40			se of ne.....	18	75 41	75 41	73.41	".....
	36	79 40	79 40			sw of sw.....	20	75 41	75 41	40.00	".....
	38	79 40	79 40			w hf of nw.....	22	75 41	75 41	40.00	".....
	40	79 40	79 40			n fr hf of ne, and n fr hf of sw.	30	75 41	75 41	66.24	".....
	42	79 40	79 40				2	76 41	76 41	372.42	".....

* Transferred from to original Map--in error, should be sw of ne and ne of sw.

e fr hf, and ne fr of nw.....	4	76 41	344.19	Pottawattamie.	n hf, and e hf of se.....	32	77 41	400 00	Pottawattamie.
all	6	76 41	597.25	"	s hf, and ne.....	34	77 41	480 00	"
nw qr, ne of ne, and s hf of se	8	76 41	280.00	"	all	36	77 41	640 00	"
nw qr, w hf of ne, e hf of se,	10	76 41	360.00	"	all	2	78 41	1058.18	Harrison
and nw of se.....	12	76 41	320 00	"	n fr hf, e hf of se, nw of se, w	4	78 41	978.18	"
nw qr, e hf of se, and w hf of sw	14	76 41	400 00	"	hf of sw, and ne of sw.....	8	78 41	480 00	"
n hf, and e hf of se	18	76 41	178 09	"	w hf, w hf of ne, and w hf of se	10	78 41	520 00	"
w hf of ne, w fr hf of nw, and	20	76 41	160 00	"	n hf, w hf of se, se of se, and	12	78 41	640 00	"
ne of nw.....	22	76 41	80 00	"	n hf of sw.....	14	78 41	640 00	"
ne of ne, se of nw, and n hf of sw	24	76 41	40 00	"	all	18	78 41	116 00	"
n hf of ne.....	26	76 41	480 00	"	w fr hf of nw, and w fr hf of sw	18	78 41	120 00	"
se of ne.....	28	76 41	160 00	"	w hf of ne, and ne of ne.....	20	78 41	320 00	"
n hf, and sw qr.....	30	76 41	320 00	"	w hf.....	22	78 41	640 00	"
e hf of ne, nw of ne, and ne of sw	32	76 41	40 00	"	all	24	78 41	640 00	"
ne of ne, w hf of nw, se of nw,	34	76 41	122.99	"	all	26	78 41	360 00	"
and sw qr.....	2	77 41	201.13	"	e hf, and sw of nw.....	28	78 41	400 00	"
se of sw.....	2	77 41	638.66	"	s hf, and n hf of ne.....	30	78 41	157.36	"
c fr hf of ne, and nw fr qr of ne	4	77 41	*287.09	"	w fr hf of nw, ne of nw, and w	34	78 41	640 00	"
n fr hf of nw, e hf of se, and	6	77 41	320 00	"	fr hf of sw	36	78 41	640 00	"
sw of se.....	8	77 41	640 00	"	all	2	79 41	32.40	"
all	10	77 41	320 00	"	nw fr qr of nw.....	4	79 41	71.29	"
nw fr qr, nw of se, w fr hf of	12	77 41	640 00	"	nw fr qr of ne qr, and ne fr qr	6	79 41	43.55	"
sw, and ne of sw.....	14	77 41	320 00	"	of nw	14	79 41	80 00	"
n hf of ne, sw of ne, e hf of nw,	16	77 41	320 00	"	nw fr qr of nw.....	20	79 41	80 00	"
nw of se, se of se, and ne of sw	18	77 41	60.76	"	se of nw, and nw of se.....	22	79 41	40 00	"
all	20	77 41	560 00	"	w hf of sw.....	24	79 41	40 00	"
w hf.....	22	77 41	400 00	"	se of se.....	28	79 41	40 00	"
e hf.....	24	77 41	640 00	"	nw of ne.....	30	79 41	40 00	"
w fr hf of nw.....	26	77 41	360 00	"	sw of sw.....	14	80 41	40 00	"
ne qr, sw qr, e hf of nw, sw of	28	77 41	325.16	"	se of nw.....	18	80 41	120 00	"
nw, w hf of se, and ne of se..	30	77 41		"	ne of ne.....	18	80 41	40 00	"
w hf, and s hf of se.....		77 41		"	s hf of ne, and nw of ne.....	20	80 41	40 00	"
all		77 41		"	se of nw.....	28	80 41	40 00	"
e hf of ne, nw of ne, sw of nw,		77 41		"	sw of ne.....				"
sw qr, and nw of se.....		77 41		"	se of ne.....				"
e hf of ne, sw of ne, sw fr qr,		77 41		"					"
and w fr hf of nw.....		77 41		"					"

*Should be 827.09 acres.

se of ne and ne of se.....	8	73 43	80.00	Mills	sw of sw.....	20	77 43	Pottawattamie	40.00
sw of sw.....	14	74 43	40.00	Pottawattamie	lot 7.....	4	78 43	Harrison	40.00
w hf of lw, w hf of sw, and ne					se of sw.....	8	78 43	"	40.00
of sw.....	26	74 43	200.00	"	ne of nw.....	8	78 43	"	40.00
ne of ne, w hf of se, and ne of se	34	74 43	160.00	"	se of ne.....	26	78 43	"	40.00
nw fr qr of nw.....	4	75 43	32.48	"	nw of nw.....	34	78 43	"	40.00
nw of nw.....	12	75 43	40.00	"	lot 1.....	20	75 44	Pottawattamie.	36 79
sw of ne	24	75 43	40.00	"	nw fr qr of ne.....	2	76 44	"	34.85
e fr hf of ne, sw of ne, and sw					w hf of nw, se of nw, and nw			"	
of se	2	76 43	154.99	"	of sw	12	76 44	"	160.00
sw of ne	4	76 43	40.00	"	ne of sw.....	2	77 44	"	40.00
sw of nw	8	76 43	40.00	"	nw of nw and ne of sw	14	77 44	"	80.00
w hf of se and ne of se.....	12	76 43	120.00	"	lot 3.....	20	77 44	"	68.30
w hf of nw, sw qr, w hf of se,					nw of sw	24	77 44	"	40.00
and ne of se.....	14	76 43	360.00	"	s hf of nw	28	77 44	"	80.00
sw of ne	24	76 43	40.00	"	e hf of ne	24	78 44	Harrison	80.00
ne of ne	32	76 43	40.00	"	e hf of se and nw of se.....	34	78 44	"	120.00
sw of nw	10	77 43	40.00	"					
ne of se.....	12	77 43	40.00	"	Total.....				143869.71

[Approved by the Secretary of the Interior, March 14th, 1871. Des Moines District—Twenty Miles Limits.]

s hf of se and nw of se	4	N 79 1	120.00	Scott	of sw	14	N 82 10	Benton	200.00
e hf of sw and se of nw.....	8	N 75 2	120.00	Louisa	sw of nw	10	77 11	Keokuk	40.00
se of se.....	18	78 2	40.00	Muscatine.....	sw of se	22	82 12	Benton	40.00
nw of se	32	81 3	40.00	Cedar.....	ne of sw.....	36	79 14	Poweshiek	40.00
se of sw	5	75 4	40.00	Louisa	se of nw.....	34	81 15	"	40.00
e hf of se	12	81 9	80.00	Louisa	sw of nw	2	77 16	Mahaska.....	40.00
sw of sw.....	20	82 9	40.00	Iowa	sw of sw	2	78 16	Poweshiek	40.00
nw qr	26	82 9	160.00	Benton	se of ne.....	24	78 16	"	40.00
n hf of ne, nw of se, s hf of sw,				"	ne of nw	3	76 17	Mahaska.	35.38
and ne of sw	26	82 9	240.00	"	e hf of se and sw of se	3	76 17	"	120.00
se of nw.....	19	78 10	40.00	Iowa	n hf of ne.....	4	79 17	Jasper	70.77
n hf of ne	8	79 10	80.00	"	nw of nw.....	14	79 17	"	40.00
w hf of ne, e hf of nw, and sw					ne of nw and nw of sw	6	80 17	"	97.61
					se of ne.....	30	80 17	"	40.00

CHICAGO, ROCK ISLAND, & PACIFIC RAILROAD--CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.	Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.
ne of se.....	11	77	18	40.00	Marion.....	se of sw.....	32	81	29	40.00	Dallas.....
se of ne.....	22	79	20	40.00	Jasper.....	se of nw.....	6	77	30	40.00	Adair.....
se of nw.....	2	80	20	40.00	".....	sw of sw.....	2	76	30	40.00	".....
se of nw.....	8	81	20	40.00	".....	ne of ne.....	6	76	30	40.56	".....
se of sw.....	12	78	21	40.00	".....	se of nw.....	27	76	30	40.00	".....
w hf of nw.....	18	80	21	73.66	".....	sw of ne, ne of se, and se of sw	14	78	30	120.00	Guthrie.....
se of ne.....	10	78	23	40.00	Polk.....	ne of ne and ne of nw.....	22	78	30	80.00	".....
nw of ne.....	10	75	25	40.00	Warren.....	ne of nw.....	24	78	30	40.00	".....
sw of ne and s hf of sw.....	14	75	25	120.00	".....	se of ne.....	26	78	30	40.00	".....
sw of ne and s hf of nw.....	26	76	26	120.00	Madison.....	nw of se.....	30	78	30	40.00	".....
lot 2.....	30	77	26	50.99	".....	sw of nw.....	34	78	30	40.00	".....
se of sw.....	5	80	26	40.00	Dallas.....	se of sw.....	6	79	30	40.00	".....
sw of ne.....	32	80	26	40.00	".....	w hf of nw.....	8	79	30	80.00	".....
nw of ne, sw of nw, and nw of sw	6	77	27	114.36	Madison.....	sw of se.....	20	79	30	40.00	".....
se of sw.....	8	77	27	40.00	".....	sw of ne.....	24	79	30	40.00	".....
w hf of se and se of se.....	10	77	27	120.00	".....	ne of nw.....	12	80	30	40.00	".....
se of ne.....	14	77	27	40.00	".....	sw of sw.....	8	76	31	40.00	Adair.....
n hf of nw.....	2	77	28	72.49	".....	nw of se.....	12	76	31	40.00	".....
sw of sw.....	14	77	28	40.00	".....	ne of nw.....	19	76	31	40.00	".....
sw of ne, w hf of nw, and w hf						sw of se and sw of sw.....	35	76	31	80.00	".....
of se.....	22	78	28	200.00	Dallas.....	lots 4 and 17.....	2	78	31	85.53	Guthrie.....
ne of sw.....	34	78	28	40.00	".....	sw qr, w hf of se, and se of se	2	78	31	280.00	".....
nw of nw.....	36	78	28	40.00	".....	lots 8, 9, 13, 15, 16, 17, 18, 19,					
nw of ne.....	4	79	28	46.37	".....	and 20.....	4	78	31	360.00	".....
nw of ne.....	6	80	28	51.55	".....	s hf.....	4	78	31	320.00	".....
ne of se.....	3	75	29	40.00	Madison.....	lots 1, 2, 3, 6, 7, 8, 9, 10, 11, 12,					
nw of se.....	7	75	29	40.00	".....	13, 14, 15, 16, 17, 18, 19, 20, sw					
se of se.....	11	75	29	40.00	".....	qr, w hf of se, and ne of se.....	6	78	31	990.29	".....
ne of ne.....	24	78	29	40.00	Dallas.....	s hf of sec, ne qr, and e hf of nw	8	78	31	560.00	".....
w hf of nw and sw of ne.....	28	78	29	120.00	".....	s hf of sec, ne qr, and s hf of nw	10	78	31	560.00	".....
se of nw.....	10	80	29	40.00	".....	ne of ne.....	12	78	31	40.00	".....
sw of sw.....	19	81	29	42.75	".....	n hf of ne and n hf of nw.....	14	78	31	160.00	".....

e hf of ne, sw of ne, w hf of nw, w hf of sw and se qr.	18	78 31	412.00	Guthrie	n hf of se, and n hf of nw	24	78 32	160.00	Guthrie
w hf of nw and nw of sw	20	78 31	120.00	"	ne of nw, sw of se and s hf of sw	28	78 32	160.00	"
n hf of ne	22	78 31	80.00	"	w hf of nw, se of nw and n hf of sw	30	78 32	192.03	"
sw qr, e hf of ne and sw of ne	24	78 31	280.00	"	w hf of se, and se of se.	32	78 32	120.00	"
sw of ne	2	79 31	40.00	"	nw of nw	6	79 32	46.05	"
se of sw	4	79 31	40.00	"	s hf of ne and s hf of nw	8	79 32	160.00	"
ne of se	10	79 31	40.00	"	n hf of se	18	79 32	80.00	"
nw of sw, and sw of nw	12	79 31	80.00	"	sw of nw	18	79 32	44.51	"
e hf of nw and e hf of se	18	79 31	160.00	"	sw of nw	22	79 32	40.00	"
w hf of se	20	79 31	80.00	"	sw of se	26	79 32	40.00	"
s hf of sw	22	79 31	80.00	"	nw of nw	28	79 32	40.00	"
nw of ne	24	79 31	40.00	"	s hf of ne, and w hf of sw	32	79 32	160.00	"
all	30	79 31	667.08	"	w hf of ne	34	79 32	40.00	"
n hf of sw	32	79 31	80.00	"	sw of nw	6	80 32	42.27	"
ne of ne, se of nw, and s hf of se	36	79 31	160.00	"	se of nw	12	80 32	40.00	"
sw of sw	8	80 31	40.00	"	sw of nw	14	80 32	40.00	"
nw of nw	18	80 31	45.37	"	ne of se	20	80 32	40.00	"
ne of sw	20	80 31	40.00	"	sw of sw	34	80 32	40.00	"
ne of sw	22	80 31	40.00	"	ne of se	24	81 32	40.00	"
sw of se	5	75 32	40.00	Adair	nw of se	28	81 32	40.00	"
w fr hf of nw	7	75 32	78.24	"	nw of se	30	81 32	40.00	"
ne of sw	2	76 32	40.00	"	nw of nw	10	76 33	40.00	Adair
sw of se	6	76 32	40.00	"	nw of se	14	76 33	40.00	"
sw of se	12	76 32	40.00	"	nw of nw	27	76 33	40.00	"
ne of ne	14	76 32	40.00	"	sw of se	28	76 33	40.00	"
nw of ne	29	76 32	40.00	"	nw of ne	31	76 33	40.00	"
se of se	30	76 32	40.00	"	n hf of ne	4	77 33	40.20	"
se qr of ne	31	76 32	40.00	"	n hf of nw	6	77 33	80.31	"
sw of nw	36	76 32	40.00	"	ne of se	6	77 33	77.27	"
n hf of nw, and nw of ne	4	77 32	115.08	"	sw of sw	14	77 33	40.00	"
se of nw	12	77 32	40.00	"	nw of se	14	77 33	40.00	"
lots 1, 4, 5, 7, 8, 9, 10, 11, 12, 16, and 17	52	78 32	455.64	Guthrie	lots No. 1, 2, and 3	32	77 33	40.00	"
lots 3, 4, 5, 6, and 12	4	78 32	215.21	"	s hf of se	6	78 33	143.59	Guthrie
lots 2, 3, 4, 5, 6, and 15	6	78 32	252.80	"	se of ne	14	78 33	75.45	"
n hf of ne	12	78 32	80.00	"	w hf of nw	18	78 33	40.00	"
w hf of nw	18	78 32	71.19	"				71.85	"

CHICAGO, ROCK ISLAND & PACIFIC RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Twp.	Range.	Acres.	In what county situated.	Parts of Sections.	Sec.	Twp.	Range.	Acres.	In what county situated.
w hf of sw.....	18	78	33	71.95	Guthrie	nw of uw.....	4	80	33	53.55	Guthrie
nw of se.....	28	78	33	40.00	"	sw of se.....	12	80	33	40.00	"
sw of se.....	32	78	33	40.00	"	ne of se ..	22	80	33	40.00	"
w hf of nw and se of nw.....	34	78	33	120.00	"	nw of ne.....	34	80	33	40.00	"
e hf of se.....	34	78	33	80.00	"	sw of nw.....	18	81	33	45.08	"
nw of ne.....	36	78	33	40.00	"	sw of sw.....	18	81	33	44.70	"
n hf of ne.....	4	79	33	63.00	"	sw of sw.....	20	81	33	40.00	"
nw of se and nw of sw.....	12	79	33	80.00	"	se of nw. .	22	81	33	40.00	"
sw of se.....	28	79	33	40.00	"	ne of ne.....	26	81	33	40.00	"
n hf of sw.....	30	79	33	81.65	"						
w hf of sw and e hf of sw.....	32	79	33	160.00	"	Total.....				16923.39	

CEDAR RAPIDS AND MISSOURI RIVER RAILROAD.

List of lands approved and certified to the Cedar Rapids and Missouri River Railroad Company by the Interior Department, under act of Congress of June 2d, 1864.

[Approved by Secretary of the Interior, April 20th, 1869. Des Moines and Fort Dodge Districts. Twenty Miles Limits.]

Parts of Section.	Sec. 18	Sec. 19	Sec. 20	Sec. 21	Sec. 22	Sec. 23	Sec. 24	Acres.	In what county situate.	Parts of Sec.	Acres.	In what county situate.
w hf of nw and w hf of sw.	18	86 21	92 24	Hardin	n hf of ne and n hf of nw.	4	86 31	171.10	Calhoun			
w hf of sw.	30	86 21	46 30	"	sw of nw and w hf of sw.	6	86 31	98.15	"			
sw qr.	1	86 22	160.00	"	w hf of sw.	18	86 31	65.80	"			
nw of se.	5	86 22	40.00	"	nw of sw.	22	86 31	40.00	"			
w hf of nw.	18	86 22	72.00	"	w hf of sw and w hf of nw.	30	86 31	128.70	"			
sw of sw.	7	86 23	58.84	Hamilton	ne of ne.	36	86 31	40.00	"			
sw of se.	4	86 24	40.00	"	w hf of nw and w hf of sw.	30	87 31	137.52	"			
nw of sw.	7	86 24	40.95	"	ne of ne, n hf of nw, sw of nw, and w hf of sw.	6	86 32	200.38	"			
nw of sw.	9	86 24	40.00	"	w hf of nw and w hf of sw.	18	86 32	131.16	"			
w hf of nw and nw of sw.	18	86 24	127.89	"	sw of nw.	22	86 32	40.00	"			
sw of sw.	30	86 24	48.38	"	w hf of nw.	30	86 32	69.50	"			
sw of sw.	18	86 25	42.86	"	ne of se.	32	86 32	40.00	"			
nw of nw, ne of ne, and se of se.	24	86 26	120.00	"	w hf of nw and ne of sw.	20	87 32	130.00	"			
nw of sw.	14	86 29	40.00	Webster	sw of ne.	26	87 32	40.00	"			
w hf of nw and nw of se.	18	86 29	112.88	"	nw of nw.	28	87 32	40.00	"			
se of se and w hf of sw.	18	86 29	112.80	"	w hf of nw and w hf of sw.	30	87 32	126.24	"			
nw of nw.	30	86 29	96.61	"	ne of sw.	32	87 32	40.00	"			
ne of nw.	6	86 30	41.89	"	nw of ne.	36	87 32	40.00	"			
sw of se.	8	86 30	40.00	"	ne of ne.	2	86 33	37.10	"			
se of ne and se of se.	10	86 30	80.00	"	lot 1.	10	86 33	55.41	"			
n hf of nw and s hf of sw.	18	86 30	153.85	"								
nw of nw.	22	86 30	40.00	"	ne of sw.	34	82 1	40.00	Clinton			
w hf of sw.	30	86 30	69.97	"	sw of sw.	36	83 1	40.00	"			
sw of sw.	32	86 30	40.00	"	nw of sw.	6	85 1	35.44	Jackson			
n hf of ne and n hf of nw.	2	86 31	167.88	Calhoun								

CEDAR RAPIDS & MISSOURI RIVER RAILROAD -CONTINUED.

Parts of Sections.	Sec.	Range	Acres.	In what county situate.	Parts of Sections.	Sec.	Range	Acres.	In what county situate.	Parts of Sections.	Sec.	Range	Acres.	In what county situate.
nw of se.	30	85	40.00	Jackson..	nw of sw.	28	84	40.00	Tama.....	nw of sw.	28	84	40.00	Tama.....
nw of se.	8	81	40.00	Clinton ..	se of nw.	30	84	40.00	" ..	se of nw.	30	84	40.00	" ..
se of se.	12	84	40.00	Jackson..	sw of ne.	32	84	40.00	" ..	sw of ne.	32	84	40.00	" ..
se of se.	6	82	40.00	Clinton ..	se of se.	36	84	40.00	" ..	se of se.	36	84	40.00	" ..
fr w hf of nw.	4	84	5.15	Jackson..	nw of nw.	30	86	36.19	" ..	nw of nw.	30	86	36.19	" ..
nw of nw.	28	86	40.00	" ..	n hf of nw.	36	85	80.00	Marshall ..	n hf of nw.	36	85	80.00	Marshall ..
fr nw of nw.	1	79	8.88	-cott ..	n hf of nw.	2	86	69.31	Grundy..	n hf of nw.	2	86	69.31	Grundy..
n hf of ne.	21	80	80.00	" ..	sw of ne.	24	86	40.00	" ..	sw of ne.	24	86	40.00	" ..
ne of nw.	28	85	40.00	Jackson..	nw of nw.	30	87	44.02	" ..	nw of nw.	30	87	44.02	" ..
sw of nw.	26	84	40.00	Jones ..	sw of se.	2	82	40.00	Marshall ..	sw of se.	2	82	40.00	Marshall ..
sw of ne.	28	86	40.00	" ..	nw of se.	8	83	40.00	" ..	nw of se.	8	83	40.00	" ..
se of nw.	4	83	40.00	" ..	ne of ne.	14	86	40.00	Grundy ..	ne of ne.	14	86	40.00	Grundy ..
ne of sw.	36	83	40.00	" ..	nw of se.	6	83	55.58	Marshall ..	nw of se.	6	83	55.58	Marshall ..
se of sw and lot 5.	30	84	70.00	Jones ..	w fr hf of sw.	6	84	46.51	" ..	w fr hf of sw.	6	84	46.51	" ..
w hf of ne.	18	82	80.00	" ..	w fr hf of nw.	28	84	40.00	" ..	w fr hf of nw.	28	84	40.00	" ..
se of ne.	14	85	40.00	Linn.....	ne of ne.	32	84	80.00	" ..	ne of ne.	32	84	80.00	" ..
se of ne.	34	83	40.00	" ..	n hf of sw.	8	85	40.00	" ..	n hf of sw.	8	85	40.00	" ..
ne of se.	30	84	40.00	" ..	se of se.	28	85	40.00	" ..	se of se.	28	85	40.00	" ..
ne of ne.	32	85	40.00	" ..	sw of se.	32	85	80.00	" ..	sw of se.	32	85	80.00	" ..
lot 1.	8	86	39.98	Benton ..	nw of ne and sw of se.	2	85	80.00	" ..	nw of ne and sw of se.	2	85	80.00	" ..
lot 2.	8	86	33.68	" ..	ne of ne and sw of ne.	24	82	83.59	Story ..	ne of ne and sw of ne.	24	82	83.59	Story ..
sw of nw.	28	86	40.00	" ..	ne of se.	2	83	40.00	" ..	ne of se.	2	83	40.00	" ..
nw of ne.	4	84	36.65	" ..	e fr hf of ne, e fr hf of nw, nw	2	83	181.09	" ..	e fr hf of ne, e fr hf of nw, nw	2	83	181.09	" ..
nw of ne and ne of nw.	6	84	80.26	" ..	of sw and se of sw.	10	83	30.00	" ..	of sw and se of sw.	10	83	30.00	" ..
w hf of nw and w hf of sw.	30	85	131.60	" ..	ne of ne.	22	83	80.00	" ..	ne of ne.	22	83	80.00	" ..
se of sw.	34	85	40.00	" ..	se of se and nw of sw.	2	84	104.32	" ..	se of se and nw of sw.	2	84	104.32	" ..
nw of nw. sw of ne, and se of sw	30	84	120.15	Tama.....	n fr hf of nw.	8	84	80.00	" ..	n fr hf of nw.	8	84	80.00	" ..
se of nw.	26	83	40.00	" ..	s hf of sw.	14	84	40.00	" ..	s hf of sw.	14	84	40.00	" ..
se of se.	36	85	40.00	" ..	sw of nw.	22	84	40.00	" ..	sw of nw.	22	84	40.00	" ..
sw of se.	10	84	40.00	" ..	se of se.	28	84	80.00	" ..	se of se.	28	84	80.00	" ..
sw of nw and se of se.	22	84	80.00	" ..	sw of sw and sw of nw.	28	84	40.00	" ..	sw of sw and sw of nw.	28	84	40.00	" ..
					se of se.	28	84	40.00	" ..	se of se.	28	84	40.00	" ..

ne of se, and ne of nw.....	34	84 21	80.00	Story.....	ne of ne, and ne fr of nw.....	6	85 28	85.56	Boone.....
w fr hf of sw.....	6	85 21	50.03	".....	nw of nw.....	10	85 28	40.00	".....
ne of sw.....	8	85 21	40.00	".....	se of se.....	14	85 28	40.00	".....
nw of ne.....	10	85 21	40.00	".....	se of se.....	18	85 28	40.00	".....
w fr hf of sw.....	18	85 21	53.34	".....	n hf of ne, and ne of nw.....	30	85 28	120.00	".....
nw of ne.....	24	85 21	40.00	".....	e hf of nw, and s hf of sw.....	32	85 28	160.00	".....
nw of se.....	8	84 22	40.00	".....	nw fr of nw.....	19	81 29	40.75	Dallas.....
nw of sw.....	2	85 22	40.00	".....	se of ne.....	6	82 29	40.00	Greene.....
se of se.....	26	85 22	40.00	".....	e hf of ne.....	4	83 29	53.25	".....
se of se.....	4	83 23	40.00	".....	se of se.....	6	83 29	40.00	".....
ne of sw.....	10	83 23	40.00	".....	se of se.....	8	83 29	40.00	".....
se of se.....	20	83 23	40.00	".....	ne of ne.....	10	83 39	40.00	".....
se of nw.....	24	85 23	40.00	".....	se of nw.....	14	83 29	40.00	".....
ne of sw.....	34	85 23	40.00	".....	se of nw.....	18	83 29	40.00	".....
se of sw.....	34	82 24	40.00	".....	ne of ne.....	28	83 29	40.00	".....
sw of nw, and sw of se.....	24	83 24	80.00	".....	n hf of nw.....	2	84 29	105.21	".....
nw fr qr of nw.....	30	83 24	46.40	".....	nw fr of ne.....	4	84 29	51.91	".....
nw fr qr of ne, nw fr qr of nw, and ne of sw.....	4	84 24	157.00	".....	nw of sw.....	8	84 29	40.00	".....
nw fr qr of nw.....	6	84 24	66.83	".....	e hf of ne, and sw of ne.....	10	84 29	120.00	".....
nw of nw.....	10	84 24	40.00	".....	e hf of sw.....	14	84 29	80.00	".....
ne of nw.....	22	84 24	40.00	".....	nw of nw.....	24	84 29	40.00	".....
nw of se.....	4	85 24	40.00	".....	ne fr of nw.....	4	85 29	41.41	".....
nw of ne.....	12	83 25	40.00	Boone.....	sw of sw.....	12	85 29	40.00	".....
n hf of sw, and se of sw...	22	83 25	120.00	".....	ne of ne.....	14	85 29	40.00	".....
se of ne.....	26	83 25	40.00	".....	nw of ne.....	18	85 29	40.00	".....
ne of se, and sw fr of sw...	6	85 25	85.16	".....	sw of nw.....	22	85 29	40.00	".....
ne of nw.....	30	83 26	40.00	".....	ne of ne.....	32	83 30	40.00	".....
se of nw.....	27	81 27	40.00	".....	ne of sw.....	2	84 30	40.00	".....
se of se.....	18	83 27	40.00	Dallas.....	n fr hf of nw.....	4	84 30	107.92	".....
sw of sw.....	20	83 27	40.00	Boone.....	sw of nw, and w hf of se.....	10	84 30	120.00	".....
se of ne.....	8	84 27	40.00	".....	sw of ne.....	14	84 30	40.00	".....
lot 1.....	12	84 27	1.71	".....	nw of nw, and w fr hf of sw..	6	85 30	106.12	".....
ne of sw.....	6	85 27	40.00	".....	nw fr of nw.....	18	85 30	36.28	".....
n hf of se, and se of se.....	4	83 28	120.00	".....	se qr.....	22	85 30	160.00	".....
sw of se, and ne of sw.....	18	83 28	80.00	".....	se of nw.....	28	85 30	40.00	".....
w hf of nw.....	28	83 28	80.00	".....	sw qr, w hf of nw, and se of nw	30	85 30	274.72	".....
nw fr of ne.....	6	84 28	54.27	".....	w hf of ne, s hf of sw, and sw of se.....	34	85 30	200.00	".....

CEDAR RAPIDS & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.	Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.
se of nw, se of sw, e hf of ne, e hf of se and sw of se.	36	85 39		280.80	Greene	sw fr of nw and s of sw.	39	83 32		82.61	Greene
sw of sw.	6	81 31		44.41	Guthrie	ne of sw and sw of sw.	33	83 32		80.00	"
nw of se.	18	81 31		40.00	"	sw of nw.	36	83 32		40.00	"
ne of sw.	20	82 31		40.00	Greene	sw fr of sw.	18	84 32		30.87	"
sw of ne.	22	82 31		40.00	"	nw of sw.	4	85 32		40.00	"
se of nw.	24	82 31		40.00	"	n fr hf of nw, sw of nw and w fr hf of sw.	6	85 32		175.63	Greene
sw of ne.	28	82 31		39.88	"	w fr hf of sw.	18	85 32		71.03	"
nw of sw.	6	83 31		218.66	"	sw of se.	24	85 32		40.00	"
n fr hf of ne, and n fr hf of nw.	2	84 31			"	se of se.	36	85 32		40.00	"
lots No. 1, and 2, nw of nw and se of nw.	12	84 31		172.27	Greene	se of ne.	11	81 33		40.00	Guthrie
ne of sw.	14	84 31		40.00	"	se of nw.	12	81 33		40.00	"
nw of sw.	18	84 31		29.04	"	sw of se.	14	81 33		40.00	"
ne of se.	26	84 31		40.00	"	se of sw.	24	82 33		40.00	Carroll
se qr.	14	85 31		160.00	"	nw of nw.	29	82 33		40.00	"
s fr hf of nw and sw fr qr.	18	85 31		219.04	"	sw of sw.	34	82 33		40.00	"
s hf of ne, nw of se and se of se.	26	85 31		160.00	Greene	nw of sw.	10	83 33		40.00	"
e hf of nw and e hf of sw.	30	85 31		160.00	"	sw of ne.	14	83 33		40.00	"
se of ne.	32	85 31		40.00	"	w fr hf of sw.	6	84 33		71.12	"
ne of ne and n hf of se.	34	85 31		120.06	"	w fr hf of nw and w fr hf of sw.	18	84 33		141.20	"
e hf of sw.	36	85 31		80.00	"	sw	30	84 33		142.14	"
se of sw.	4	81 32		40.00	Guthrie	and se of sw.	2	85 33		151.58	"
ne of nw.	5	81 32		40.05	"	n fr hf of ne, and n fr hf of nw.	4	85 33		139.54	"
se of sw.	6	81 32		40.00	"	n fr hf of ne, and n fr hf of nw.	6	85 33		112.53	"
nw tr of ne.	4	82 32		46.53	Greene	nw	12	85 33		80.00	"
se of se.	8	82 32		40.00	"	w fr hf of nw, and ne of sw.				15684.97	
nw of ne.	18	82 32		40.00	"	n hf of ne.					
ne of ne.	28	82 32		40.00	"						
sw of ne.	12	83 32		40.00	"						
						Total					

[*Approved by Secretary of Interior, July 18, 1868. Sioux City District—Fifteen Miles Limits.*]

n fr hf of ne, n fr hf of nw, and sw of nw	2	87 34	270.22	Calhoun	sw qr.	32	88 37	160.00	Sac
n fr hf of nw	4	87 34	118.62	"	all	18	89 37	667.00	"
n fr hf of ne and n fr hf of nw	6	87 34	151.40	"	nw qr, n hf of sw and e hf sec.	20	89 37	560.00	"
w hf of nw and w hf of sw	20	88 34	160.00	"	nw of ne, w hf of se, and se of se.	22	89 37	160.00	"
s hf of se and s hf of sw	22	88 34	160.00	"	se.	24	89 37	326.00	"
ne qr and e hf of se	26	88 34	210.00	"	s hf.	26	89 37	280.00	"
n fr hf of sec, and w fr hf of se.	30	88 34	333.78	"	ne qr, n hf of nw, and sw of sw.	28	89 37	640.00	"
all	36	88 34	640.00	"	all	30	89 37	668.80	"
se of ne and ne of se.	22	88 35	80.00	Sac	all	32	89 37	640.00	"
se of nw	34	88 35	40.00	"	all	34	89 37	240.00	"
sw of ne and se of nw	4	87 36	80.00	"	sw of ne. ne of nw, and sw qr.	36	89 37	640.00	"
n fr hf ne, n fr of sw, and nw of se	6	87 36	468.69	"	all	2	87 38	694.88	"
n fr hf of ne, n fr hf of nw, sw of nw, e hf se, and w fr hf of sw	6	88 36	384.44	"	all	4	87 38	373.96	"
w fr hf of nw and w fr hf of sw.	18	88 36	101.80	"	ne fr qr, n fr hf of nw, and e hf of se.	6	87 38	451.87	"
nw of se.	20	88 36	40.00	"	n fr hf of ne and nw fr qr.	8	87 38	280.00	"
ne of nw, w fr hf of nw, and w fr hf of sw	30	88 36	147.10	"	w hf of nw, sw of se, and sw.	10	87 38	80.00	"
n fr hf of se and n fr hf of nw.	2	87 37	228.78	"	u hf of sw.	12	87 38	80.00	"
nw fr of nw.	4	87 37	55.96	"	n hf of nw.	18	87 38	634.04	"
n fr hf of ne, nw fr qr, and w fr hf of sw.	6	87 37	344.28	"	all	2	88 38	255.00	"
n fr hf of ne and nw fr qr.	2	88 37	314.89	"	n fr hf of ne and n fr hf of nw.	4	88 38	254.40	"
n fr hf of ne and sw of se.	4	88 37	161.94	"	n fr hf of ne, n fr hf of nw, sw fr qr of nw, and nw fr of sw.	6	88 38	317.40	"
nw fr of ne, nw fr qr, se of se, w fr hf of sw, and se of sw.	6	88 37	391.50	"	w hf of sw.	8	88 38	80.00	"
sw of sw.	8	88 37	40.00	"	w hf of sw.	10	88 38	80.00	"
w hf of nw and w fr hf of sw.	18	88 37	132.28	"	n hf of nw.	12	88 38	80.00	"
ne of se.	22	88 37	40.00	"	n hf of nw.	14	88 38	80.00	"
e hf of ne and nw of ne.	24	88 37	120.00	"	w fr hf of nw and w fr hf of sw.	18	88 38	145.98	"
nw of se.	28	88 37	40.00	"	n hf of ne.	22	88 38	80.00	"
w fr hf of nw and w fr hf of sw.	30	88 37	136.44	"	w hf of nw and sw of sw.	24	88 38	120.00	"
					nw of nw.	26	88 38	40.00	"
					nw of ne and sw.	28	88 38	200.00	"
					all	30	88 38	631.26	"
					all	32	88 38	640.00	"

CEDAR RAPIDS & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.	Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.
s hf of sec, ne qr, w hf of nw, and se of nw.	34	88 38	38	600.00	Ida.	n fr hf of ne, ne fr of nw, w fr hf of nw, and w fr hf of sw	6	88 39	39	366.87	Ida.
all.	36	88 38	38	640.00	"	e hf of ne.	8	88 39	39	80.00	"
s fr hf	6	89 38	38	329.87	"	sw qr.	10	88 39	39	160.00	"
all.	8	89 38	38	640.00	"	w hf of ne, ne of ne, and nw qr	12	88 39	39	280.00	"
s hf.	10	89 38	38	320.00	"	w fr hf of nw, w fr hf of sw, and se of sw.	18	88 39	39	168.20	"
s hf.	12	89 38	38	320.00	"	sw of nw.	20	88 39	39	40.00	"
all.	14	89 38	38	640.00	"	s hf.	22	88 39	39	320.00	"
all.	16	89 38	38	661.68	"	s hf of sec and ne of ne.	24	88 39	39	360.00	"
all.	20	89 38	38	640.00	"	all.	26	88 39	39	640.00	"
all.	22	89 38	38	640.00	"	u hf of sw.	28	88 39	39	80.00	"
all.	24	89 38	38	640.00	"	n fr hf of sec, w fr hf of sw, n hf of se, and ne of sw.	30	88 39	39	490.20	"
all.	26	89 38	38	640.00	"	all.	36	88 39	39	640.00	"
all.	28	89 38	38	665.80	"	all.	6	89 39	39	652.96	"
all.	30	89 38	38	640.00	"	all.	12	89 39	39	640.00	"
all.	32	89 38	38	640.00	"	all.	14	89 39	39	640.00	"
all.	34	89 38	38	640.00	"	e hf of ne, w fr hf of nw, w fr hf of sw, and e hf of se.	18	89 39	39	336.68	"
all.	36	89 38	38	640.00	"	all.	20	89 39	39	640.00	"
n fr hf of ne, n fr hf of nw, and se of se.	2	87 39	39	241.64	Ida.	all.	28	89 39	39	640.00	"
n fr hf of ne and n hf of nw.	4	87 39	39	187.24	"	all.	30	89 39	39	654.84	"
n fr hf of ne, sw of ne, nw fr qr, and w fr hf of sw.	6	87 39	39	339.69	"	all.	32	89 39	39	640.00	"
e hf of ne.	10	87 39	39	80.00	"	all.	36	89 39	39	640.00	"
sw of sw.	12	87 39	39	40.00	"	n fr hf of sec and n hf of sw.	2	86 40	40	398.34	"
ne qr.	24	87 39	39	160.00	"	all.	4	86 40	40	639.30	"
n hf of sec, n hf of se, and sw qr	28	87 39	39	560.00	"	all.	6	86 40	40	594.45	"
se qr.	30	87 39	39	160.00	"	all.	8	86 40	40	640.00	"
ne qr.	32	87 39	39	160.00	"	n fr hf of sec.	18	86 40	40	297.30	"
n fr hf of ne and n fr hf of nw	2	88 39	39	267.56	"	nw fr of ne, e hf of sw, and nw of sw.	2	87 40	40	157.64	"
n fr hf of ne and n fr hf of nw	4	88 39	39	283.06	"						
sw of nw and w hf of sw.	4	88 39	39	120.00	"						

n fr hf.	4	87 40	307.34	Ida.	all		22	89 40	640.00	Ida.	
all	6	87 40	585.92	"	all		24	89 40	640.00	"	
n hf of ne, s hf of se, w hf of nw, ne of nw, w hf of sw, and se of sw.	8	87 40	400.00	"	all		26	89 40	640.00	"	
w fr hf.	18	87 40	265.80	"	all		28	89 40	640.00	"	
w hf of se, se of se, and e hf of sw.	26	87 40	200.00	"	all		30	89 40	652.44	"	
e hf of sw.	28	87 40	80.00	"	all		32	89 40	640.00	"	
e hf of se, w hf of nw, and sw fr qr.	30	87 40	266.80	"	all		34	89 40	640.00	"	
s hf.	32	87 40	320.00	"	s hf.		36	89 40	640.00	"	
sw qr.	34	87 40	160.00	"	ne fr of ne, s hf of ne, and s hf of nw.		2	86 41	320.00	"	
n fr hf of ne, and n fr hf of nw	2	88 40	289.08	"	n fr qr, w hf of se, and sw fr qr.		4	86 41	201.89	"	
n fr hf of ne, and n fr hf of nw	4	88 40	288.10	"	e hf of nw, sw of nw, and sw qr		6	86 41	504.91	"	
n fr hf of ne, nw fr qr, and w fr hf of sw.	6	88 40	411.81	"	all		8	86 41	280.00	"	
n hf of ne.	8	88 40	80.00	"	all		10	86 41	640.00	"	
sw of nw, and se of se.	10	88 40	80.00	"	all		12	86 41	640.00	"	
s hf, and sw of nw.	14	88 40	360.00	"	all		14	86 41	640.00	"	
w fr of nw, and w fr hf of sw.	18	88 40	114.44	"	e hf, se of nw, and sw fr qr.		18	86 41	495.62	"	
n hf, and w hf of sw.	20	88 40	400.00	"	all		20	86 41	640.00	"	
n hf of ne, w hf, and se qr.	22	88 40	560.00	"	all		22	86 41	640.00	"	
e hf of ne, and e hf of se.	24	88 40	160.00	"	n hf, and w hf of sw.		28	86 41	640.00	"	
ne of ne, nw of nw, and sw of sw.	26	88 40	120.00	"	nw fr qr of ne, s hf of ne, w fr hf of se, and sw qr.		30	86 41	592.80	"	
n hf, nw of se, and sw.	28	88 40	520.00	"	all		32	86 41	400.00	"	
w hf, and se qr.	30	88 40	432.76	"	all		2	87 41	358.09	"	
all	32	88 40	640.00	"	all		4	87 41	630.24	"	
all	34	88 40	640.00	"	all		6	87 41	565.33	"	
ne of ne.	36	88 40	40.00	"	all		8	87 41	640.00	"	
s hf.	2	89 40	320.00	"	s hf.		10	87 41	640.00	"	
s hf.	8	89 40	320.00	"	all		12	87 41	320.00	"	
all	10	89 40	640.00	"	all		18	87 41	575.76	"	
all	12	89 40	640.00	"	all		20	87 41	640.00	"	
all	14	89 40	640.00	"	all		22	87 41	640.00	"	
all	18	89 40	640.00	"	nw qr		24	87 41	160.00	"	
all	20	89 40	640.00	"	e hf, and n hf of sw.		28	87 41	400.00	"	
all	22	89 40	640.00	"	w hf of se, and ne of se.		32	87 41	120.00	"	
all	24	89 40	640.00	"	s hf of se.		34	87 41	80.00	"	
all	26	89 40	637.00	"	e hf.		36	87 41	320.00	"	
all	28	89 40	640.00	"	all		2	88 41	764.80	"	

CEDAR RAPIDS AND MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	4 8 12 16 20 24 28 32 36	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36	Acres.	In what county situate.	Parts of Sections.	12 18 20 22 24 26 28 30 32 34 36 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36	Top of Section	Acres.	In what county situate.
ne fr qr, and sw qr.....	4	88 41	385.33	Ida.....	n hf, se of se, and w hf of sw...	12	86 42	440.00	Woodbury....
all.....	6	88 41	620.94	".....	all.....	18	86 42	640.80	".....
se qr.....	8	88 41	160.00	".....	ne qr, ne of nw, w hf of nw, e hf				
all.....	10	88 41	640.00	".....	se, nw of se, and w hf of sw...	20	86 42	480.00	".....
n hf.....	12	88 41	320.00	".....	all.....	22	86 42	640.00	".....
all.....	18	88 41	528.38	".....	w hf of se, e hf of sw, and sw				
n hf.....	20	88 41	320.00	".....	of sw...	24	86 42	200.00	".....
nw qr.....	22	88 41	160.00	".....	e hf of ne, n hf of se, and se of				
s hf.....	24	88 41	320.00	".....	sw....	26	86 42	200.00	".....
w hf of se, ne of se, and sw qr..	26	88 41	280.00	".....	n hf and n hf of sw.....	28	86 42	400.00	".....
s hf.....	28	85 41	320.00	".....	all.....	30	86 42	623.92	".....
all.....	30	88 41	552.16	".....	ne qr.....	34	86 42	160.00	".....
e hf sec and sw qr.....	32	88 41	480.00	".....	all.....	36	86 42	640.00	".....
all.....	34	88 41	640.00	".....	all.....	2	87 42	626.48	".....
e hf, e hf of nw, and sw of sw	36	88 41	440.00	".....	all.....	4	87 42	627.68	".....
s hf*.....	10	89 41	320.00	".....	w fr hf, n fr hf of ne, and s hf of				
s hf.....	12	89 41	320.00	".....	se.....	6	87 42	429.02	".....
all.....	14	89 41	640.00	".....	all.....	8	87 42	640.00	".....
all.....	20	89 41	640.00	".....	all.....	10	87 42	640.00	".....
all.....	22	89 41	640.00	".....	all.....	12	87 42	640.00	".....
all.....	24	89 41	640.00	".....	all.....	14	87 42	640.00	".....
all.....	26	89 41	640.00	".....	all.....	16	87 42	609.48	".....
all.....	28	89 41	640.00	".....	all.....	18	87 42	640.00	".....
all.....	30	89 41	665.24	".....	all.....	20	87 42	640.00	".....
all.....	32	89 41	640.00	".....	all.....	22	87 42	640.00	".....
all.....	34	89 41	640.00	".....	all.....	24	87 42	640.00	".....
all.....	36	89 41	640.00	".....	all.....	26	87 42	640.00	".....
all.....	2	86 42	628.48	Woodbury..	all.....	28	87 42	640.00	".....
all.....	4	86 42	626.42	".....	all.....	30	87 42	605.64	".....
all.....	6	86 42	626.85	".....	all.....	32	87 42	640.00	".....
all.....	8	86 42	640.00	".....	all.....	34	87 42	640.00	".....
all.....				".....	w hf.....	36	87 42	820.00	".....

* Erroneous approval, outside limits of the grant.

se qr, and lots 1, 2, 6, and 7...	2	88 42	347 04	Woodbury	ne of sw...	22	87 43	820.00	Woodbury
se of sw...	6	88 42	40 00	"	nw of ne and s hf of sw...	23	87 43	120.00	"
se qr...	8	88 42	160.00	"	w hf of ne, ne of ne, and w hf				"
sw of ne, and se of nw...	10	88 42	80.00	"	sec...	28	87 43	440.00	"
all...	12	88 42	640.00	"	se of nw, and sw of se...	32	87 43	200.00	"
w hf sec. and se qr...	14	88 42	480.00	"	ne of ne, and s hf of se...	34	87 43	120.00	"
e hf of ne, and s fr hf sec...	18	88 42	387.67	"	w hf s. c., ne qr and sw of se...	36	87 43	520.00	"
e hf of sw, and sw of sw...	20	88 42	120.00	"	lots 2 and 10...	2	88 43	100.58	"
sw qr...	22	88 42	160.00	"	e hf of se, and sw of se...	14	88 43	120.00	"
all...	24	88 42	640.00	"	w hf...	20	88 43	320.00	"
all...	26	88 42	640.00	"	ne of sw...	22	88 43	40.00	"
all...	28	88 42	640.00	"	ne qr and n hf of nw...	24	88 43	240.00	"
ne qr, and s fr hf sec...	30	88 42	468.10	"	se of ne...	26	88 43	40.00	"
w hf sec., and ne qr...	32	88 42	480.00	"	nw of nw...	28	88 43	40.00	"
all...	34	88 42	640.00	"	w fr hf sec., and n hf of se...	30	88 43	376.40	"
all...	36	88 42	640.00	"	nw of ne and sw qr...	32	88 43	200.00	"
n hf of ne, and n hf of nw...	36	89 42	160.00	"	e hf sec., and s hf of sw...	36	88 43	400.00	"
se qr and se of sw...	2	86 43	200.00	"	n fr hf sec., and w hf of sw...	2	86 44	411.80	"
ne fr qr of ne...	4	86 43	42.54	"	n fr hf sec., and se qr...	4	86 44	475.98	"
ne of se...	8	86 43	40.00	"	ne fr qr...	6	86 44	151.97	"
e hf of ne, sw of ne, s hf of nw	10	86 43	360.00	"	all...	8	86 44	640.00	"
and sw qr...	12	86 34	80.00	"	n hf sec., and se qr...	10	86 44	480.00	"
s hf of ne, nw of ne and ne of sw	20	86 43	160.00	"	sw...	14	86 44	120.00	"
n hf of sw, and sw of sw...	22	86 43	120.00	"	w fr qr, e hf of se, sw of se,	18	86 44	317.97	"
e hf of sw and sw of se...	24	86 43	120.00	"	and se of sw...				"
w hf of ne, s hf of nw, se qr, and	26	86 43	400.00	"	n hf of sec., w hf of se and sw	20	86 44	560.00	"
n hf of sw...	34	86 43	560.00	"	qr...	28	86 44	280.00	"
e hf sec., w hf of nw and sw qr.	36	86 43	640.00	"	sw of ne, w hf of se, se of se and	2	87 44	40.00	"
all...	2	87 43	623.84	"	s hf of sw and ne of nw...	10	87 44	640.00	"
all...	4	87 43	79.07	"	ne of se...	12	87 44	40.00	"
e fr hf of ne...	6	87 43	285.51	"	all...	20	87 44	640.00	"
w fr hf...	10	87 43	560.00	"	ne of ne...	22	87 44	640.00	"
e hf sec., nw qr and n hf of sw	12	87 43	640.00	"	all...	24	87 44	80.00	"
all...	14	87 43	640.00	"	w hf of sw...	26	87 44	400.00	"
e hf of se...	20	87 43	80.00	"	w hf sec., and s hf of se...	30	87 44	74.09	"
w hf of ne, nw qr, nw of se, and					w fr hf of sw...				"

CEDAR RAPIDS & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec. 32	Town 87	Range 44	Acres.	In what county situate.	Parts of Sections.	Sec. 20	Town 86	Range 45	Acres.	In what county situate.
s hf.	32	87	44	320.00	Woodbury	ne of sw.	20	86	45	40.00	Woodbury
all	34	87	44	640.00	"	all	24	86	45	640.00	"
w hf sec, w hf of ne, w hf of se, and ne of se.	36	87	44	520.00	"	e hf of sw and sw of ne.	28	86	45	120.00	"
nw of nw and sw qr.	12	86	45	200.00	"	ne qr, e hf of nw, and se of se.	36	86	45	280.00	"
e hf of se.	14	86	45	80.00	"	Total				125649.64	

[Approved by Secretary of Interior, July 18, 1868. Sioux City and Council Bluffs Districts—Twenty Mile Limits.]

n fr hf of nw.	2	86	34	61.71	Calhoun	n fr hf of nw and sw of nw.	2	87	35	159.67	Sac
se of sw.	4	86	34	40.00	"	ne fr qr of nw	4	87	35	57.51	"
nw of nw.	8	86	34	40.00	"	se of se.	12	87	35	40.00	"
s fr hf of sw.	18	86	34	50.94	"	w fr hf of nw and nw fr qr of sw	18	87	35	102.51	"
s fr hf of sw and sw of se.	30	86	34	95.25	"	nw fr qr of sw.	30	87	35	36.92	"
s fr hf nw and sw fr qr.	6	87	34	87.72	"	ne fr qr of ne, se of ne, se of nw, s hf sec, and lots 1 and 2.	2	86	36	498.40	"
ne of ne.	8	87	34	40.00	"	lots 1, 2, 3, 4, 7, and 8, s hf of se, and e hf of sw.	4	86	36	377.81	"
se of nw.	10	87	34	40.00	"	w fr hf sec, ne fr qr, and sw of se	6	86	36	487.88	"
ne of ne.	18	87	34	165.48	"	ne qr, e hf of nw, n hf of sw, and nw of se.	8	86	36	360.00	"
w fr hf.	30	87	34	299.82	Sac	all	10	86	36	640.00	"
w fr hf.	6	86	35	813.98	"	e hf of sec, nw qr, nw of sw, and se of sw.	12	86	36	560.00	"
w hf of se and se of se.	18	86	35	120.00	"	all	14	86	36	640.00	"
sw of sw.	20	86	35	40.00	"	w fr hf of sec, se of ne, and se qr, and n hf of se.	18	86	36	492.96	"
se of ne.	22	86	35	40.00	"	all	20	86	36	640.00	"
w hf of sw.	24	86	35	40.00	"	all	22	86	36	640.00	"
w hf of sw.	26	86	35	80.00	"	n hf sec, e hf of se, and w fr hf of nw of nw.	24	86	36	640.00	"
s hf of nw, and w hf of sw.	28	86	35	160.00	"						
s hf of ne, nw of ne, w fr hf sec, and n hf of se.	30	86	35	517.70	"						
all	32	86	35	640.00	"						
n hf sec, e hf of se, and w fr hf of nw of nw.	34	86	35	600.00	"						

all.....	20	86 36	640.00	Sac	.....	all.....	20	86 37	640.00	Sac	.....
all.....	28	86 36	640.00	"	.....	n hf of sw.....	22	86 37	80.00	"	.....
all.....	30	86 36	610.00	"	.....	e hf of sec, e hf of nw, sw of nw, e hf of sw, and sw of sw.....	24	86 37	560.00	"	.....
all.....	32	86 36	640.00	"	.....	e hf of ne, sw of ne, w hf of nw, ne of nw, e hf of se, sw of se, and sw qr.....	26	86 37	520.00	"	.....
all.....	34	86 36	640.00	"	.....	se of se.....	28	86 37	40.00	"	.....
e hf of sec, nw qr, e hf of sw, and sw of sw.....	36	86 36	600.00	"	.....	all.....	30	86 37	635.92	"	.....
s fr hf of sw, ne of se, and sw of se.....	6	87 36	148.38	"	.....	se of ne, nw of nw, and s hf of sec.....	32	86 37	400.00	"	.....
e hf of nw, nw of nw, w hf of se, ne of se, e hf of sw, and sw of sw.....	8	87 36	360.00	"	.....	all.....	34	86 37	640.00	"	.....
sw of sw.....	10	87 36	40.00	"	.....	all.....	36	86 37	640.00	"	.....
e hf of ne.....	12	87 36	80.00	"	.....	s hf of se, e hf of sw, and sw of sw.....	8	87 37	200.00	"	.....
sw of se.....	14	87 36	40.00	"	.....	all.....	14	87 37	640.00	"	.....
w fr hf sec, w hf of ne, and w hf of se.....	18	87 36	428.00	"	.....	all.....	18	87 37	617.52	"	.....
w hf of ne, se of ne, e hf of nw, sw of nw, se qr, and e hf of sw n hf of sec, ne of se, sw of se, and s hf of sw.....	20	87 36	480.00	"	.....	w hf of sec, w hf of ne, se of ne, and se qr.....	22	87 37	360.00	"	.....
all.....	28	87 36	480.00	"	.....	e hf of ne, nw of ne, e hf of se, sw qr.....	24	87 37	640.00	"	.....
all.....	30	87 36	594.80	"	.....	all.....	26	87 37	640.00	"	.....
all.....	32	87 36	640.00	"	.....	all.....	28	87 37	600.00	"	.....
lots 1, 2, 3, 4, nw qr, and nw of ne.....	34	87 36	359.30	"	.....	w hf ne, se of ne, w hf of sec, and se qr.....	30	87 37	617.56	"	.....
e hf of sw, sw of sw, and se qr e fr hf.....	36	87 36	280.00	"	.....	all.....	32	87 37	480.00	"	.....
s hf of ne, s hf of sec, s hf of nw, and nw fr of nw.....	4	86 37	519.02	"	.....	w hf of sec, ne of ne, w hf of se, and se of se.....	34	87 37	520.00	"	.....
n fr hf of ne, w fr hf of nw, se of nw, sw fr qr, w hf of se, and se of se.....	6	86 37	449.98	"	.....	e hf of sec, nw qr, and sw of sw.....	36	87 37	640.00	"	.....
w hf of nw, se of nw, w hf of se, se of se, and sw qr.....	8	86 37	400.00	"	.....	all.....	2	86 38	640.30	"	.....
w hf of sec, sw of ne, and w hf of se.....	10	86 37	440.04	"	.....	all.....	4	86 38	645.81	"	.....
all.....	12	86 37	640.00	"	.....	all.....	6	86 38	647.40	"	.....
all.....	18	86 37	621.82	"	.....	all.....	8	86 38	640.00	"	.....
						ne qr, e hf of nw, uw of nw, e hf of se, sw of se, w hf of sw, and se of sw.....	12	86 38	520.00	"	.....

CEDAR RAPIDS AND MISSOURI RIVER RAILROAD--CONTINUED.

Parts of Sections.	§ 2	Town	Range	Acres.	In what county situate.	Parts of Sections.	§ 2	Town	Range	Acres.	In what county situate.
all	14	86 38	86 38	640.00	Sac	all	22	86 39	86 39	640.00	Ida
all	18	86 38	86 38	641.66	"	all	24	86 39	86 39	640.00	"
all	28	86 38	86 38	640.00	"	n hf	26	86 39	86 39	320.00	"
all	22	86 38	86 38	640.00	"	w fr hf of nw, se of ne, w fr hf					
all	24	86 38	86 38	640.00	"	of sw, and se of sw	30	86 39	86 39	227.84	"
all	26	86 38	86 38	640.00	"	e hf of se and nw of se.	36	86 39	86 39	120.00	"
all	28	86 38	86 38	640.00	"	s hf of se.	28	87 39	87 39	80.00	"
all	30	86 38	86 38	636.30	"	se qr	32	87 39	87 39	160.00	"
nw of sw and se of se.	32	86 38	86 38	80.00	"	all	34	87 39	87 39	640.00	"
n hf, se, and se of sw	34	86 38	86 38	520.00	"	all	36	87 39	87 39	640.00	"
all	36	86 38	86 38	640.00	"	se qr and s hf of sw.	3	86 40	86 40	240.00	"
se qr and s hf of sw.	10	87 38	87 38	240.00	"	all	10	86 40	86 40	640.00	"
e hf, s hf of nw, and sw qr.	12	87 38	87 38	560.00	"	all	12	86 40	86 40	640.00	"
all	14	87 38	87 38	640.00	"	all	14	86 40	86 40	640.00	"
all	20	87 38	87 38	640.00	"	s fr hf	18	86 40	86 40	298.30	"
w hf of nw and w hf of sw	22	87 38	87 38	160.00	"	n hf, se of se, w hf of sw, and					
all	24	87 38	87 38	640.00	"	ne of sw	20	86 40	86 40	480.00	"
all	26	87 38	87 38	640.00	"	se of se.	22	86 40	86 40	40.00	"
n hf and se qr.	28	87 38	87 38	480.00	"	n hf and se of sw	24	86 40	86 40	360.00	"
all	30	87 38	87 38	639.04	"	s hf and sw of nw	26	86 40	86 40	360.00	"
all	32	87 38	87 38	640.00	"	n hf of ne, sw of ne, nw fr qr,					
all	34	87 38	87 38	640.00	"	and w fr hf of sw.	30	86 40	86 40	325.52	"
n hf and n hf of sw.	36	87 38	87 38	400.00	"	sw qr	32	86 40	86 40	160.00	"
all	2	86 39	86 39	651.14	Ida	n hf and sw qr.	34	86 40	86 40	480.00	"
all	4	86 39	86 39	649.90	"	w hf	36	86 40	86 40	320.00	"
all	6	86 39	86 39	624.77	"	all	24	86 41	86 41	640.00	"
all	8	86 39	86 39	640.00	"	all	26	86 41	86 41	640.00	"
all	10	86 39	86 39	640.00	"	se qr and e hf of sw	32	86 41	86 41	240.00	"
all	12	86 39	86 39	640.00	"	all	34	86 41	86 41	640.00	"
all	14	86 39	86 39	640.00	"	w hf, w hf of ne, ne of ne, nw of					
all	18	86 39	86 39	625.40	"	se, and se of se	36	86 41	86 41	520.00	"
s hf and se of se	20	86 39	86 39	860.00	"	n fr hf of nw.	8	81 34	81 34	67.76	Audubon

ne fr of nw, and sw of ne.....	6	81 34	71.74	Audubon.....	all	10	85 34	640.00	Carroll
nw fr qr of nw.....	4	82 34	43.07	Carroll	w fr of ne.....	12	85 34	80.00	".....
nw fr of nw.....	5	82 34	43.85	".....	all	14	85 34	640.00	".....
n fr hf of ne, and ne fr of nw..	6	82 34	135.90	".....	all	18	85 34	541.78	".....
w fr hf of nw, and w fr hf	7	82 34	122.00	".....	all	20	85 34	640.00	".....
of sw	13	82 34	40.00	".....	all	22	85 34	640.00	".....
sw of sw	14	82 34	40.00	".....	all	24	85 34	640.00	".....
nw of nw.....	19	82 34	122.44	".....	all	26	85 34	640.00	".....
w fr hf of nw, and w fr hf of sw	21	82 34	40.00	".....	all	28	85 34	640.00	".....
sw of ne.....	28	82 34	40.00	".....	all	30	85 34	554.48	".....
w fr hf of nw, and w fr hf of sw	30	82 34	133.24	".....	all	32	85 34	640.00	".....
w fr hf of nw, and w fr hf of sw	31	82 34	127.76	".....	all	34	85 34	640.00	".....
sw of sw	33	82 34	40.00	".....	all	36	85 34	640.00	".....
sw of sw	35	82 34	40.00	".....	ne fr of ne.....	2	82 35	48.23	".....
nw fr qr.....	2	83 34	126.97	".....	n fr hf of ne, and n fr hf of nw.	3	82 35	183.26	".....
ne fr qr, and n fr hf of nw....	4	83 34	177.16	".....	n fr hf of ne, and n fr hf of nw.	4	82 35	183.28	".....
nw of ne.....	14	83 34	40.00	".....	n fr hf of ne, n fr hf of nw, and	5	82 35	232.12	".....
ne of nw, w fr hf of nw, and w	18	83 34	163.20	".....	se of sw	6	82 35	321.87	".....
fr hf of sw	30	83 34	155.60	".....	nw fr of ne, nw fr qr, and w fr	7	82 35	250.52	".....
w fr hf of nw, ne of sw, and w	31	83 34	113.30	".....	hf of sw.....	9	82 35	40.00	".....
fr hf of sw.....	2	84 34	711.04	".....	w fr hf of nw, and sw fr qr.....	10	82 35	40.00	".....
all	4	84 34	708.92	".....	ne of nw.....	14	82 35	40.00	".....
all	6	84 34	629.16	".....	sw of ne.....	17	82 35	120.00	".....
n hf, and w hf of sw	8	84 34	400.00	".....	nw of se.....	18	82 35	130.53	".....
all	10	84 34	640.00	".....	e hf of sw, and sw of sw	19	82 35	86.11	".....
all	12	84 34	640.00	".....	w fr hf of nw, and lw fr of sw..	24	82 35	40.00	".....
w fr hf, and s hf of se.....	18	84 34	328.00	".....	s fr hf of sw.....	30	82 35	186.86	".....
nw of nw.....	26	84 34	40.00	".....	nw of nw.....	31	82 35	184.04	".....
w fr hf.....	30	84 34	253.22	".....	w fr hf of nw, and w fr hf of sw	2	83 35	149.74	".....
s hf of nw, and w hf of sw....	32	84 34	160.00	".....	w fr hf of nw, and w fr hf of sw	4	83 35	108.32	".....
sw of sw.....	34	84 34	40.00	".....	n fr hf of ne, se of ne, and n fr	6	83 35	247.00	".....
n fr hf, and sw qr.....	2	85 34	465.66	".....	hf of nw.....	8	83 35	40.00	".....
all	4	85 34	625.66	".....	n fr hf of ne, and n fr hf of nw	12	83 35	40.00	".....
all	6	85 34	528.29	".....	n fr hf of ne, n fr hf of nw, sw	14	83 35	80.00	".....
all	8	85 34	640.00	".....	fr of nw, and w fr of sw.....				
					nw of nw.....				
					ne of ne.....				
					s hf of se.....				

CEDAR RAPIDS & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Section	In what county situate.	Acres.	Parts of Sections.	Section	In what county situate.	Acres.	Section	In what county situate.
e hf of ne, w hf of nw, and w fr hf of sw.	18	Carroll	255.48	all	34	Carroll	640.00	85 35	Carroll
w fr hf of nw and w fr hf of sw.	19	"	171.98	all	36	"	640.00	85 35	"
nw of ne.	27	"	40.00	n fr hf of ne and n fr hf of nw.	1	"	196.92	82 36	"
w fr hf of nw and w fr hf of sw.	30	"	171.98	n fr hf of ne, n fr hf of nw, and se of nw.	2	"	238.14	82 36	"
w fr hf of nw, n fr hf of sw, and nw of se.	31	"	210.66	n fr hf of ne and n fr hf of nw.	3	"	202.06	82 36	"
sw of nw.	2	"	40.00	n fr hf of ne and n fr hf of nw.	4	"	197.82	82 36	"
w hf of sw.	8	"	80.00	n fr hf of ne and n fr hf of nw.	5	"	190.82	82 36	"
s hf sw.	10	"	80.00	n fr hf of ne and ne fr qr of nw.	6	"	145.05	82 36	"
w fr hf of nw and w fr hf of sw.	18	"	166.40	w hf of nw and ne of nw.	19	"	120.73	82 36	"
s hf of sw.	22	"	80.00	sw of se.	26	"	40.00	82 36	"
sw of sw.	24	"	40.00	c hf of se and w fr hf of sw.	31	"	165.85	82 36	"
w hf of sw.	26	"	80.00	sw of sw.	36	"	40.00	82 36	"
w fr hf of nw and w fr hf of sw.	30	"	172.58	n fr hf of ne, se of ne, and n fr hf of nw.	2	"	146.60	83 36	"
nw of nw.	34	"	40.00	hf of nw.	4	"	146.00	83 36	"
sw of sw.	36	"	40.00	n fr hf of ne and w fr hf of sec.	6	"	340.83	83 36	"
all	2	"	630.60	w fr hf.	18	"	319.86	83 36	"
all	4	"	622.06	w hf of sec, and s hf of se.	19	"	398.76	83 36	"
all	6	"	624.30	w hf of se and se of se.	29	"	120.00	83 36	"
all	8	"	640.00	w fr hf of sec, and ne qr.	30	"	482.62	83 36	"
all	10	"	640.00	ne of nw, w fr hf of nw, and w hf of sw.	31	"	205.44	83 36	"
all	12	"	640.00	w hf of sw and se of se.	34	"	120.00	83 36	"
all	14	"	643.74	ne fr qr and sw of sw.	2	"	238.42	84 36	"
all	18	"	640.00	w hf of sw	8	"	80.00	84 36	"
all	20	"	640.00	all	2	"	609.86	85 36	"
all	22	"	640.00	all	4	"	614.02	85 36	"
all	24	"	640.00	all	6	"	597.89	85 36	"
all	26	"	640.00	all	8	"	640.00	85 36	"
all	28	"	640.00	all	10	"	640.00	85 36	"
all	30	"	640.80	all					
all	32	"	640.00	all					

all	12	85 36	640.00	Carroll	w fr hf of nw, and w fr hf of	19	83 37	167.86	Crawford
all	14	85 36	640.00	"	sw				
all	16	85 36	604.38	"	se of se	20	83 37	40.00	"
all	20	85 36	640.00	"	s hf sec., and sw of nw	25	83 37	360.00	"
all	22	85 36	640.00	"	e hf of se	29	83 37	80.00	"
all	24	85 36	640.00	"	w fr hf	30	83 37	824.80	"
all	26	85 36	640.00	"	nw of nw	32	83 37	40.00	"
all	28	85 36	640.00	"	n hf of sw, and sw of sw	33	83 37	120.00	"
all	30	85 36	609.92	"	se qr, e hf of sw and sw of sw	35	83 37	280.00	"
n hf sec.	34	85 36	320.00	"	all	36	83 37	640.00	"
all	36	85 36	640.00	"	n fr hf	2	84 37	388.26	"
n fr hf of ne, se of ne and n fr	1	81 37	180.22	Shelby	n fr hf of ne and n fr hf of nw	4	84 37	219.42	"
hf of nw	7	82 37	315.92	Crawford	sw fr qr	6	84 37	162.17	"
n fr hf	8	82 37	480.00	"	ne of ne	8	84 37	40.00	"
ne qr and w hf	9	82 37	480.00	"	nw fr qr, and w fr hf of sw	18	84 37	247.34	"
ne qr and s hf	11	82 37	160.00	"	all	2	85 37	637.94	"
nw qr	14	82 37	320.00	"	all	4	85 37	642.08	"
e hf	15	82 37	80.00	"	n fr hf of ne, w fr hf sec., and	6	85 37	569.41	"
w hf of nw	18	82 37	397.64	"	se qr	8	85 37	640.00	"
w fr of nw, and s fr hf sec	19	82 37	198.70	"	all	10	85 37	640.00	"
w fr hf of nw, w fr hf of sw and	22	82 37	560.00	"	all	12	85 37	640.00	"
se of sw	25	82 37	80.00	"	all	14	85 37	640.00	"
e hf sec., sw qr and e hf of nw	26	82 37	240.00	"	ne qr, and s fr hf of sw	18	85 37	238.66	"
w hf of se	27	82 37	320.00	"	s hf of se	20	85 37	80.00	"
n hf of ne, e hf of nw, sw of nw	29	82 37	80.00	"	all	22	85 37	640.00	"
and nw of sw	30	82 37	318.70	"	all	24	85 37	640.00	"
e hf	2	83 37	95.92	"	n hf sec., and nw of sw	26	85 37	360.00	"
s hf of sw	4	83 37	133.32	"	w fr hf of nw, and w fr hf of sw	30	85 37	151.90	"
w fr hf sec	6	83 37	45.13	"	nw of nw	32	85 37	40.00	"
n fr hf of ne, and n fr hf of nw	7	83 37	173.62	"	n fr hf of ne, and n fr hf of nw	1	82 38	206.54	"
n fr hf of ne, n fr hf of nw, and	12	83 37	80.00	"	n fr hf of ne, n fr hf of nw and	2	82 38	242.82	"
ne of se	14	83 37	40.00	"	se of nw	3	82 38	99.24	"
n fr hf of ne	15	83 37	40.00	"	n fr hf of ne	4	82 38	176.23	"
w fr hf of nw and w fr hf of sw	18	83 37	173.00	"	ne fr qr	5	82 38	88.46	"
w hf of nw	19	83 37	173.00	"	e fr hf of ne	6	82 38	146.97	"
sw of nw	20	83 37	173.00	"	n fr hf of ne, and ne fr of nw	7	82 38	148.04	"
sw of ne	21	83 37	173.00	"	w fr hf of nw, and w fr hf of sw				
w fr hf of nw, and w fr hf of sw	22	83 37	173.00	"					

CEDAR RAPIDS & MISSOURI RIVER RAILROAD—CONTINUED.

	Acres.	In what county situate.	Parts of Sections.	Range.	Town.	Section.	Acres.	In what county situate.
se of sw.	92 38	Crawford.	ne of nw.	22	85 38	40.00	Crawford.	40.00
sw of sw.	11 82 38	"	s hf of ne.	26	85 38	80.00	"	80.00
se of ne.	12 82 38	"	se of se.	28	85 38	40.00	"	40.00
sw of se.	14 82 38	"	w fr hf of nw and w fr hf of sw	30	85 38	165.68	"	165.68
dw qr.	15 82 38	"	w hf of sw.	34	85 38	80.00	"	80.00
w fr hf of nw and w fr hf of sw	18 82 38	"	w hf of nw, w hf of sw, se of	36	85 38	280.00	"	280.00
w fr hf.	19 82 38	"	sw, and s hf of se.	1	82 38	40.00	"	40.00
n hf of sw and nw of se.	21 82 38	"	se of se.	2	82 38	230.32	"	230.32
n fr hf of ne, n fr hf of nw, and	1 83 38	"	n fr hf of ne, n fr hf of nw, and	3	82 38	188.00	"	188.00
ne of se.	4 83 38	"	sw of nw.	4	82 38	92.56	"	92.56
n fr hf of nw.	11 83 38	"	n fr hf of ne and n fr hf of nw.	5	82 38	84.60	"	84.60
nw of ne, ne of nw, and sw of	12 83 38	"	n fr hf of ne.	7	82 38	40.00	"	40.00
sw of sw.	18 83 38	"	nw fr of ne and nw of sw.	8	82 38	40.00	"	40.00
se of sw and se of se.	21 83 38	"	nw of se.	10	82 38	40.00	"	40.00
ne of nw.	28 83 38	"	nw of nw.	13	82 38	40.00	"	40.00
nw of se.	30 83 38	"	nw of se.	15	82 38	40.00	"	40.00
sw fr of sw.	34 83 38	"	nw of se.	19	82 38	113.25	"	113.25
se of ne.	11 84 38	"	nw fr of nw and w fr hf of sw	20	82 38	40.00	"	40.00
ne fr of ne and sw of nw.	12 84 38	"	se of nw.	23	82 38	40.00	"	40.00
sw of ne.	18 84 38	"	se of ne.	26	82 38	40.00	"	40.00
ne of nw.	21 84 38	"	sw of nw.	30	82 38	87.53	"	87.53
ne of sw.	28 84 38	"	nw fr of nw.	3	83 38	68.08	"	68.08
ne of ne.	30 85 38	"	1 fr hf of nw.	4	83 38	142.68	"	142.68
e fr hf.	2 85 38	"	n fr hf of ne and n fr hf of nw	5	83 38	82.08	"	82.08
n fr hf of ne, n fr hf of nw, sw	6 85 38	"	n fr hf of ne.	6	83 38	209.52	"	209.52
fr of nw, and w fr hf of sw	8 85 38	"	n fr hf of ne, n fr hf of nw, and	7	83 38	89.54	"	89.54
ne of nw.	10 85 38	"	sw fr of nw.	8	83 38	40.00	"	40.00
w hf of nw.	12 85 38	"	sw fr of nw.	10	83 38	41.25	"	41.25
n hf.	14 85 38	"	nw of nw.	11	83 38	40.00	"	40.00
w hf of nw.	16 85 38	"	sw fr of sw.	12	83 38	40.00	"	40.00
nw fr of nw.	18 85 38	"	se of se.	13	83 38	40.00	"	40.00

n fr hf of ne	2	84 39	108 23	Crawford	s hf of se	2	83 40	80.00	Crawford
n fr hf of ne, n fr hf of nw, sw of nw, and w hf of sw	4	84 39	313.78	"	n fr hf of re, se of ne, and n fr hf of nw	3	83 40	190.86	"
n fr hf of ne and se of ne	6	84 39	128.72	"	e fr hf	4	83 40	314.70	"
w fr hf of nw and w fr hf of sw	7	84 39	165.74	"	n fr hf of nw	5	83 40	71.17	"
sw of ne, ne of nw, w fr hf of nw, and w fr hf of sw	18	84 39	256.12	"	w fr hf of nw, ne fr of nw, nw fr of ne, and w fr hf of sw	6	83 40	220.00	"
w fr of sw and nw fr qr	19	84 39	256.48	"	w fr hf of nw	7	83 40	71.57	"
sw of nw	22	84 39	40.00	"	sw of nw and w hf of sw	9	83 40	120.00	"
nw of ne	23	84 39	40.00	"	w hf of ne, nw qr, and w hf of sw	10	83 40	320.00	"
ne of ne	29	84 39	40.00	"	sw	13	83 40	160.00	"
w fr hf of nw and w fr hf of sw	30	84 39	170.68	"	n hf of ne and n hf of sw	14	83 40	120.00	"
w fr hf of nw and w fr hf of sw	31	84 39	172.86	"	e hf of se and nw of se	15	83 40	280.00	"
n fr hf of ne and n fr hf of nw	2	85 39	148.62	"	w hf of ne, nw qr, and nw of sw	18	83 40	151.07	"
n fr hf and ne of se	4	85 39	352.12	"	e hf of se and w fr hf of sw	19	83 40	463.32	"
n fr hf and sw fr qr	6	85 39	461.49	"	w fr hf and se	23	83 40	40.00	"
s hf of se	8	85 39	80.00	"	ne of sw	24	83 40	80.00	"
w fr hf and se qr	18	85 39	459.60	"	e hf of ne	27	83 40	200.00	"
s hf	20	85 39	320.00	"	e hf of ne, nw of ne, and e hf of se	30	83 40	145.02	"
ne of nw, w hf of nw, and w hf of sw	24	85 39	200.00	"	w hf of nw and w fr hf of sw	31	83 40	225.48	"
n hf	26	85 39	320.00	"	nw fr qr and w fr hf of sw	32	83 40	200.00	"
sw of se	28	85 39	40.00	"	ne of ne, w hf of nw, nw of se, and ne of sw	33	83 40	80.00	"
ne of nw, w fr hf of nw, and w fr hf of sw	30	85 39	184.04	"	e hf of ne	34	83 40	200.00	"
e hf of ne	32	85 39	80.00	"	se	35	83 40	160.00	"
nw fr of ne	2	82 40	40.93	"	ne qr	2	84 40	297.82	"
nw fr of nw and nw of sw	5	82 40	79.01	"	n fr hf of ne, nw fr qr, and s hf of se	4	84 40	624.55	"
w fr hf of nw and w fr hf of sw	6	82 40	149.37	"	all	6	84 40	618.24	"
ne of nw and nw of sw	9	82 40	80.00	"	all	8	84 40	120.00	"
nw of ne	18	82 40	40.00	"	nw of ne and n hf of nw	10	84 40	120.00	"
sw of sw	19	82 40	39.94	"	ne of ne and s hf of se	11	84 40	320.00	"
nw of se	27	82 40	40.00	"	e hf of ne, se qr, and s hf of sw	12	84 40	400.00	"
ne of ne and se of sw	28	82 40	80.00	"	w hf and n hf of se	13	84 40	320.00	"
se of ne	29	82 40	40.00	"	sw of ne, nw qr, e hf of sw, and nw of sw	18	84 40	605.52	"
sw of ne	30	82 40	40.00	"	all				
n fr hf of nw, n fr hf of ne, and w hf of sw	1	83 40	240.84	"					

CEDAR RAPIDS & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec	Town	Range	Acres.	In what county situate.	Parts of Sections.	Sec	Town	Range	Acres.	In what county situate.
all	20	84 40	84 40	640.00	Crawford	n fr hf of ne, n fr hf of nw, sw					
w hf	23	84 40	84 40	320.00	"	fr of nw, n hf of se, and w fr	6	82 41	82 41	339.17	Crawford
sw of se	24	84 40	84 40	40.00	"	hf of sw	7	82 41	82 41	67.15	"
e hf, and sw qr	25	84 40	84 40	480.00	"	w fr hf of nw	19	82 41	82 41	138.72	"
e hf of nw, and nw of nw	26	84 40	84 40	120.00	"	w fr hf of nw, and w fr hf of sw	20	82 41	82 41	40.00	"
n hf	27	84 40	84 40	320.00	"	ne of ne	24	82 41	82 41	40.00	"
e hf, nw fr qr, and e hf of sw ..	30	84 40	84 40	547.15	"	se of se					
e hf of ne	32	84 40	84 40	80.00	"	w fr hf of nw, se of nw, and w					
all	33	84 40	84 40	640.00	"	fr hf of sw	30	82 41	82 41	181.32	"
n hf of se, se of se, and w hf						sw fr of sw	31	82 41	82 41	35.04	"
of sw	34	84 40	84 40	200.00	"	ne fr qr	1	83 41	83 41	160.17	"
s hf of se	36	84 40	84 40	80.00	"	sw qr	4	83 41	83 41	160.00	"
all	4	85 40	85 40	625.78	"	ne fr qr, and n hf of se	6	83 41	83 41	241.83	"
e fr hf, w fr hf of nw, ne fr of						sw qr	11	83 41	83 41	160.00	"
nw, and w fr hf of sw	6	85 40	85 40	481.99	"	e hf, and sw	13	83 41	83 41	480.00	"
se qr	8	85 40	85 40	160.00	"	n hf	14	83 41	83 41	320.00	"
e hf of ne, se qr, and e hf of sw	12	85 40	85 40	320.00	"	ne qr, w hf of nw, and se of nw	18	83 41	83 41	265.22	"
w fr hf of nw, and w fr hf of sw	18	85 40	85 40	124.04	"	ne qr, s hf of nw, and s hf ..	20	83 41	83 41	560.00	"
e hf, and se of nw	34	85 40	85 40	360.00	"	nw qr, and w hf of se	21	83 41	83 41	240.00	"
w hf, w hf of se, and ne of se ..	36	85 40	85 40	440.00	"	all	25	83 41	83 41	640.00	"
w fr qr of nw	6	81 41	81 41	67.76	Harrison	s hf	27	83 41	83 41	320.00	"
nw fr of sw	7	81 41	81 41	35.26	"	s hf	28	83 41	83 41	320.00	"
w hf of se	8	81 41	81 41	80.00	"	ne of se	30	83 41	83 41	40.00	"
nw of ne	18	81 41	81 41	40.00	"	se of sw	33	83 41	83 41	40.00	"
nw of ne	30	81 41	81 41	40.00	"	s hf	34	83 41	83 41	320.00	"
se of se	32	81 41	81 41	40.00	"	s hf	35	83 41	83 41	320.00	"
n fr hf of ne, and n fr hf of nw	1	82 41	82 41	153.88	Crawford	n fr hf	18	84 41	84 41	310.33	"
se of ne, and ne of se	1	82 41	82 41	80.00	"	s hf	26	84 41	84 41	320.00	"
ne of ne	2	82 41	82 41	38.73	"	all	34	84 41	84 41	640.00	"
n fr hf of ne, and n fr hf of nw ..	8	82 41	82 41	161.84	"	all	36	84 41	84 41	640.00	"
n fr hf of ne, and n fr hf of nw ..	4	82 41	82 41	163.82	"	n fr hf of ne, and nw fr qr ..	2	85 41	85 41	237.28	"
nw fr qr	5	82 41	82 41	161.04	"	all	4	85 41	85 41	635.68	"

s fr hf of ne and s fr hf of sec.	6	85 41	376.53	Crawford	se of sw.	24	81 42	40.00	Harris n
all	8	85 41	640.00	"	e hf of ne.	27	81 42	80.00	"
n hf sec and sw qr.	10	85 41	480.00	"	ne of nw and sw of nw.	28	81 42	80.00	"
ne qr.	14	85 41	160.00	"	w hf of nw, nw of sw, and se of	30	81 42	170.02	"
all	18	85 41	597.68	"	sw.	31	81 42	44.02	"
n hf sec and sw qr	20	85 41	480.00	"	sw fr of nw.	33	81 42	40.00	"
e hf.	24	85 41	320.00	"	sw of se.	36	81 42	40.00	"
ne	28	85 41	160.00	"	nw of sw	4	82 42	169.23	Modona
nw fr qr.	30	85 41	143.24	"	ne fr qr	6	82 42	206.05	"
se of nw.	7	79 42	40.00	Harrison	e hf of se, w fr hf of sw, and se	8	82 42	200.00	"
se of se.	9	79 42	40.00	"	of sw.	10	82 42	40.00	"
nw fr qr of sw.	18	79 42	42.83	"	e hf of ne, nw of nw, and w hf	18	82 42	210.67	"
w hf of ne and nw of sw	2	80 42	119.03	"	of sw.	26	82 42	40.00	"
sw of sw.	3	80 42	40.00	"	sw of ne.	28	82 42	320.00	"
nw of sw.	9	80 42	40.00	"	nw fr and sw fr of sw.	32	82 42	80.00	"
ne of sw.	10	80 42	40.00	"	se of sw.	33	82 42	320.00	"
sw of nw.	17	80 42	40.00	"	w hf.	35	82 42	160.00	"
ne of ne.	18	80 42	40.00	"	s hf se.	36	82 42	40.00	"
s hf of se.	20	80 42	80.00	"	w hf.	8	83 42	160.00	"
se of ne and ne of sw.	24	80 42	80.00	"	sw qr.	10	83 42	80.00	"
se of ne and sw of se.	29	80 42	80.00	"	sw of sw.	14	83 42	40.00	"
se of nw.	31	80 42	40.00	"	nw of nw, w hf of sw, and ne of	28	83 42	160.00	"
se of ne and se of se.	32	80 42	80.00	"	sw.	4	84 42	652.92	"
n fr hf of ne and n fr hf of nw.	1	81 42	153.52	"	w hf of sw.	6	84 42	651.78	"
n fr hf of ne and n fr hf of nw.	2	81 42	154.02	"	sw of sw.	8	84 42	640.00	"
n fr hf ne.	3	81 42	76.02	"	sw qr.	10	84 42	320.00	"
n fr hf of ne and n fr hf of nw.	4	81 42	144.04	"	all	12	84 42	40.00	"
hf of nw.	5	81 42	179.76	"	all	14	84 42	80.00	"
sw fr qr of nw.	6	81 42	44.48	"	all	18	84 42	637.72	"
w hf of ne.	8	81 42	80.00	"	w qr.	20	84 42	640.00	"
se of sw.	9	81 42	40.00	"	se of sw.	24	84 42	80.00	"
ne of se.	10	81 42	40.00	"	ne of ne and ne of nw.	28	84 42	120.00	"
ne of ne.	11	81 42	40.00	"	all	30	84 42	486.34	"
sw of nw.	14	81 42	40.00	"	all	13	85 42	460.00	"
w fr hf of sw.	19	81 42	86.99	"	n hf of nw.				
e hf of nw.	21	81 42	80.00	"	n hf of ne and se of ne.				
se of sw.	23	81 42	40.00	"	n hf sec, and sw qr.				
					all				

CEDAR RAPIDS & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Range	Town	Acres.	In what county situate.	Parts of Sections.	Sec.	Range	Town	Acres.	In what county situate.
all	14	85 42		640.00	Monona	nw fr of sw.....	19	81 43	Harrison	40.09	Harrison
all	20	88 42		640.00	"	sw of sw.....	20	81 43	"	40.00	"
all	22	85 42		640.00	"	sw of ne.....	21	81 73	"	40.00	"
all	24	85 42		640.00	"	se of nw.....	23	81 43	"	40.00	"
all	26	85 42		640.00	"	se of nw.....	27	81 43	"	40.00	"
all	28	85 42		640.00	"	nw of sw.....	29	81 43	"	40.00	"
all	30	85 42		638.56	"	sw fr of sw	30	81 43	"	40.29	"
all	32	85 42		640.00	"	ne of sw.....	33	81 43	"	40.00	"
all	34	85 42		640.00	"	n hf of ne	34	81 43	"	80.00	"
nw fr qr of ne.....	2	79 43		37.14	Harrison	se of ne.....	35	81 43	"	40.00	"
nw of se and ne of nw.....	14	79 43		80.00	"	nw of ne.....	8	82 43	Monona	40.00	Monona
sw of ne.....	29	79 43		40.00	"	nw of sw	17	82 43	"	40.00	"
sw of ne and se of nw.....	32	79 43		80.00	"	se of ne, nw of se, and ne of sw..	18	82 43	"	120.00	"
ne of nw.....	33	79 43		40.00	"	nw of nw.....	20	82 43	"	40.00	"
nw fr of ne and nw of nw.....	4	80 43		77.70	"	ne of sw.....	22	82 43	"	40.00	"
ne of nw.....	7	80 43		40.00	"	w hf of ne and s hf of nw.....	23	82 43	"	160.00	"
se of se.....	9	80 43		40.00	"	w hf of se and s hf of sw	28	82 43	"	160.00	"
se of ne.....	10	80 43		40.00	"	se of ne and se of sw.....	34	82 43	"	80.00	"
ne of ne.....	11	80 43		40.00	"	ne of sw.....	36	82 43	"	40.00	"
se of se.....	12	80 43		40.00	"	n fr hf of nw	2	83 43	"	85.11	"
nw of sw.....	13	80 43		40.00	"	nw fr of ne and nw fr of nw..	4	83 43	"	88.62	"
sw of ne and nw fr of nw.....	18	80 43		80.30	"	s v of ne.....	8	83 43	"	40.00	"
sw of se.....	19	80 43		40.00	"	se of nw.....	10	83 43	"	40.00	"
ne of se.....	21	80 43		40.00	"	sw of ne and sw of nw.....	12	83 43	"	80.00	"
nw of nw.....	24	80 43		40.00	"	se of ne, ne of se, and sw of se..	18	83 43	"	120.00	"
se of sw.....	35	80 43		40.00	"	nw of ne.....	26	83 43	"	40.00	"
nw fr of nw.....	4	81 43		40.17	"	nw qr and ne of se.....	28	83 43	"	200.00	"
e hf of ne, ne of sw, and sw fr of sw	7	81 43		159.83	"	sw fr of nw, e hf of se, sw of se and sw fr qr	30	83 43	"	322.16	"
s hf of se.....	10	81 43		80.00	"	all	2	84 43	"	646.76	"
sw of se.....	15	81 43		40.00	"	se of se	4	84 43	"	40.00	"
se of ne, nw of se, and nw of sw.....	13	81 43		119.74	"	all	10	84 43	"	640.00	"

w hf sec, w hf of ne, and se qr.	12	84 43	560.00	Monona	nw fr of nw.	2	81 44	40.02	Harrison
all	14	84 43	640.00	"	all	4	81 44	633.78	"
all	20	84 43	640.00	"	w hf of ne, se of ne, and se qr.	8	81 44	280.00	"
all	22	84 43	640.00	"	e hf of se.	14	81 44	80.00	"
all	24	84 43	640.00	"	e qr, and nw of sw.	20	81 44	200.00	"
all	26	84 43	640.00	"	ne of ne.	27	81 44	40.00	"
all	28	84 43	640.00	"	sw of sw.	28	81 44	40.00	"
e hf of ne, sw of ne, se of nw, e	30	84 43	280.00	"	ne of ne.	29	81 44	40.00	"
hf of se and sw of se.	32	84 43	640.00	"	se of se.	30	81 44	40.00	"
all	34	84 43	640.00	"	nw of sw.	32	81 44	40.00	"
all	36	84 43	640.00	"	nw of sw, and sw of se.	33	81 44	80.00	"
w hf of ne, se of ne, nw qr, and	38	85 43	600.00	"	nw of ne.	34	81 44	40.00	"
s hf sec.	40	85 43	600.00	"	nw fr qr of nw, and s hf of nw.	36	82 44	120.92	Monona
lots 4, 5, 8, 9, 16, 17, 18, and n hf	42	85 43	600.00	"	nw of ne, n hf of nw and se qr.	38	82 44	280.00	"
of sw.	44	85 43	600.00	"	n hf of ne, n hf of nw, sw of	40	82 44	280.00	"
lot 5.	46	85 43	600.00	"	nw, and w hf of sw.	42	82 44	280.00	"
e hf of nw, and se of se	48	85 43	600.00	"	n hf of nw.	44	82 44	80.00	"
w hf of ne, nw of se, n hf sw,	50	85 43	600.00	"	w hf of nw, and se of nw.	46	82 44	120.00	"
sw of sw.	52	85 43	600.00	"	all	48	82 44	640.00	"
n hf of ne, and ne of nw.	54	85 43	600.00	"	ne of ne, and se of se.	50	82 44	80.00	"
nw of se.	56	85 43	600.00	"	e hf sec., n hf of nw, w hf of sw,	52	82 44	520.00	"
se of sw.	58	85 43	600.00	"	and se of sw.	54	82 44	80.00	"
sw of ne.	60	85 43	600.00	"	n hf of nw.	56	82 44	120.00	"
n fr hf of nw, and e hf of se.	62	85 43	600.00	"	n hf of ne, and se of ne.	58	82 44	200.00	"
n fr hf of ne, and nw fr of nw.	64	85 43	600.00	"	se qr, and s hf of sw.	60	82 44	240.00	"
nw fr of ne, ne fr of nw, and	66	85 43	600.00	"	s hf of ne and se qr.	62	82 44	640.00	"
sw of nw.	68	85 43	600.00	"	all	64	82 44	640.00	"
n fr hf of ne, and se of ne.	70	85 43	600.00	"	all	66	82 44	640.00	"
ne of se.	72	85 43	600.00	"	sw of ne, w hf of se, se of se, e	68	82 44	360.00	"
ne of nw.	74	85 43	600.00	"	hf of nw, e hf of sw, and sw	70	82 44	640.00	"
sw of ne, and nw of sw.	76	85 43	600.00	"	of sw.	72	82 44	360.00	"
sw of se.	78	85 43	600.00	"	all	74	82 44	640.00	"
ne of ne.	80	85 43	600.00	"	lots 1, 2, 3, 4, 5, nw fr qr, and	76	82 44	394.60	Pottawattamie.
se of nw.	82	85 43	600.00	"	e hf of sw.	78	82 44	83.13	"
ne of ne.	84	85 43	600.00	"	lots 1, and 2.	80	82 44	504.69	"
se of nw.	86	85 43	600.00	"	lots 1, 2, 3, 4, 5, 6, 7, ne of ne,	82	82 44		
ne of ne.	88	85 43	600.00	"	w hf of ne, e hf of nw, and	84	82 44		
sw of nw.	90	85 43	600.00	"	ne of sw.	86	82 44		

CEDAR RAPIDS & MISSOURI RIVER RAILROAD--CONTINUED.

MCGREGOR & MISSOURI RIVER RAILWAY.

List of lands patented to the State of Iowa by the United States, March 8, 1871, under act of Congress of May 12, 1864, and patented by the State of Iowa to the McGregor and Missouri River Railway Company, April 8th, 1871.

Parts of Sections.	Section.	Acres.	In what county situate.	Parts of Sections.	Section.	Acres.	In what county situate.
nw qr of sw qr.	31 93 17	40.00	Huiler.	nw qr of sw qr.	11 97 28	80.00	Hancock
sw qr of sw qr.	33 94 16	40.00	Floyd	se qr of sw qr.	99 23		Winnemago
n fr hf of nw fr qr	19 93 19	74.14	Franklin.	sw qr of se qr.	99 23		"
sw qr of nw qr.	27 93 20	40.00	"	w fr hf of nw fr qr, and ne qr of	99 23		"
n fr hf of ne fr qr, and n fr hf	8 92 22		"	the nw fr qr.	99 23		"
n fr hf of ne fr qr, and n fr hf of	5 92 22		"	w hf of se qr, w hf of sw qr,	99 23		"
nw fr qr.	15 93 22	435.86	"	and ne qr of sw qr.	99 23		"
sw qr of sw qr.	31 93 22	160.00	"	se qr of ne qr, ne qr of nw qr,	99 23		"
nw qr of ne qr, and e hf of nw	1 92 23	58.15	Wright.	and w hf of nw qr, and ne qr	99 23		"
qr.	3 92 24	47.32	"	of se qr.	99 23		"
nw qr of nw qr.	27 93 24		"	sw qr of nw qr, and se qr of sw	99 23		"
lots 1, 2, and 4.	29 93 24	169.34	"	qr.	99 23		"
nw fr qr of nw fr qr.	19 93 25	41.88	"	e hf of nw qr, and nw qr of nw	99 23		"
nw fr qr of sw fr qr, and n fr hf	7 93 26		"	qr.	99 23		"
of nw fr qr.	19 93 26	184.53	"	nw qr of ne qr, and se qr of sw	99 23		"
nw fr qr of sw qr.	17 95 23	40.00	Hancock	qr of nw qr, w hf of ne qr, ne	99 23	1162.77	"
sw qr of sw qr.	13 97 25		"	and e hf of se qr.	99 25		"
*nw qr of nw qr, and se qr of	29 97 25	130.00	"	nw qr of sw qr.	99 25		"
se qr.	11 97 26		"	sw qr of ne qr.	99 25		"
sw qr of sw qr.			"	sw qr of sw qr.	99 25		"
se qr of sw.			"	nw qr of nw qr.	99 25	160.00	"
			"	se qr of ne qr.	99 25	40.00	"

* Conflicts with Swamp Land Grant.

McGREGOR & MISSOURI RIVER RAILROAD -CONTINUED.

Parts of Sections.	Sec. 26	Sec. 27	Sec. 28	Sec. 29	Acres.	In what county situate.	Parts of Sections.	Sec. 26	Sec. 27	Sec. 28	Sec. 29	Acres.	In what county situate.	Range	Town.
nw ot ne.....	11	98 26				Winnebago..	* n fr hf of nw fr qr and e hf of	5	93 29				Humboldt.....		
se of ne.....	17	98 26				"	se.....	9	93 29				"		
nw of se.....	27	98 26			160.00	"	sw of nw.....	27	93 29				"		
nw of ne.....	29	98 26				"	ne of nw.....	29	93 29				"		
nw of ne.....	9	99 26			75 64	"	nw of nw and nw of se.....	1	93 30			399.42	"		
sw fr qr of sw fr qr.....	31	99 26				"	se of ne fr qr and nw fr qr of	1	93 30				"		
n hf of se and n hf of sw.....	1	98 27				Humboldt....	ne fr qr.....	1	93 30			179.98	"		
n hf of ne, sw of ne, e hf of nw,							n hf of se.....	5	95 27				"		
ne of sw, w hf of se, and se of	7	93 27				"	s hf of ne fr qr.....	9	95 27				Kossuth.....		
se.....						"	w hf of ne, se of ne, w hf of sw,						"		
n hf of ne, sw of ne, n hf of sw,	9	93 27				"	and ne of sw.....						"		
and w hf of se.....						"	n hf of sw, n hf of se, and sw of						"		
n hf of ne, sw of ne, nw qr, n hf	17	93 27				"	se.....	13	95 27				"		
of sw, and n hf of se.....						"	s hf ne and se qr.....	15	95 27				"		
w hf of ne, w fr hf of nw fr qr,	19	93 27				"	n hf of ne, se of ne, w fr hf of	19	95 27				"		
n hf of se, and se of se.....	21	93 27				"	nw fr qr, and se of nw fr qr	21	95 27				"		
n hf.....	25	93 27				"	w hf of sw, w hf of se, and se of						"		
nw of ne.....	25	93 27				"	se.....	23	95 27				"		
ne of sw.....	29	93 27			2041.09	"	se of nw, nw of nw, ne of sw,						"		
n hf of nw and se of nw.....						"	s hf of sw, n hf of se, and sw						"		
ne fr qr, ne fr qr of nw fr qr,	1	93 28				"	of se.....	25	95 27				"		
s hf of nw fr qr, n hf of sw,	3	93 28				"	s hf of ne, nw of ne, ne of nw,	27	95 27				"		
and n hf of se.....						"	w hf of nw, and n hf of se. . .	29	95 27				"		
nw fr qr of ne fr qr.....	11	93 28				"	ne of ne, s hf of ne, nw of nw,	31	95 27				"		
se of nw.....	23	93 28				"	s hf of nw, and n hf of se . . .	33	95 27			2681.73	"		
e hf of se.....	25	93 28				"	s hf of nw and nw of nw.....	1	96 27				"		
nw of sw.....	27	93 28				"	s hf of ne.....						"		
se of ne.....	35	93 28			800.40	"	s hf of nw, nw of sw, s hf of sw,						"		
ne fr qr of ne fr qr.....	1	92 29			55.29	"	ne of se, and s hf of se.....						"		
se of ne.....	5	93 29				"	n hf of sw, sw of sw, n hf of se,						"		
						"	and sw of se.....						"		

* N fractional half of nw fr qr of sec. 5-93-20 conflicts with swamp land grant.

e hf of sw	7	96 27	Kossuth	ne of ne, sw of ne, w hf, and se qr	15	94 28	Kossuth
se of se and w hf of se	9	96 27	"	ne of sw	21	94 28	"
s hf of ne	11	96 27	"	se of ne, w hf of nw, and n hf of se*	23	94 28	"
nw of sw, s hf of sw, and n hf of se	15	96 27	"	n hf of nw qr and se of nw	25	94 28	"
w hf of nw, se of nw, and n hf of sw	17	96 27	"	sw qr	35	94 28	"
se of nw, w hf of nw, and sw qr	21	96 27	"	s hf of nw qr and nw of sw qr	1	95 28	"
w hf of nw	25	96 27	"	ne of sw, sw of sw, and se of se	11	95 28	"
e hf of ne, sw of ne, ne of sw qr, and w hf of sw	29	96 27	"	sw of ne	13	95 28	"
w hf of se	31	96 27	"	ne of ne, ne of se, and sw of se	15	95 28	"
e ht of ne and sw of ne	33	96 27	"	n hf, se qr, and sw of sw	23	95 28	"
n hf	1	97 27	"	n hf of nw, se of nw, and sw qr	25	95 28	"
n hf of se and n hf of sw	1	97 27	"	sw of se	27	95 28	"
n fr hf	3	97 27	"	s hf of ne, s hf of nw, and sw of se	35	95 28	"
n fr hf	5	97 27	"	n fr hf of nw fr qr, sw qr of nw fr qr, and n hf of se qr	1	96 28	"
n hf of se, ne of sw qr, and s hf of sw	5	97 27	"	s hf of se	9	96 28	"
ne of sw fr qr and s fr hf of sw fr qr	7	97 27	"	sw qr, n hf of se, and sw of se	11	96 28	"
ne of ne, sw of ne, and e hf of sw	9	97 27	"	ne of se and s hf of se	13	96 28	"
s hf of ne and s hf of nw	11	97 27	"	nw qr of nw	17	96 28	"
n hf of nw	13	97 27	"	sw of nw	25	96 28	"
n hf of ne, sw of ne, ne of nw, and s hf of nw	15	97 27	"	se of sw	27	96 28	"
w hf of sw	21	97 27	"	se of ne, w hf of nw, and ne of se	33	96 28	"
e hf of nw fr qr, nw fr qr of nw fr qr, e hf of sw fr qr, and sw fr qr of sw fr qr	31	97 27	"	sw of nw, and ne of se	35	96 28	"
w hf of nw qr	33	97 27	"	n fr hf of ne fr qr, se qr of ne fr qr, n fr hf of nw fr qr, sw qr of nw fr qr, and ne qr of se qr	1	97 28	"
n fr hf, n hf of sw, sw of sw, and se qr	1	94 28	"	sw of sw and se of se	3	97 28	"
ne fr qr, sw of nw fr qr, and se qr	3	94 28	"	n fr hf of ne, n fr hf of nw, sw of nw, and sw of se	5	97 28	"
e hf, ne of nw, w hf of nw, ne of sw, and w hf of sw	11	94 28	"	ne of nw and se of se	7	97 28	"
			"	*nw of ne, sw of nw, and ne of se	9	97 28	"
			"	e hf, s hf of nw, and e hf of sw	18	97 28	"

*nw of ne, 9, 97, 28, nw of se, 28, and nw of nw, 25, 94, 28, conflicts with swamp grant.

MCGREGOR & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Town	Range	Acres.	In what county situated.	Parts of Sections.	Sec.	Town	Range	Acres.	In what county situated.
ne of ne.....	21	97 28	21		Kossuth	ne qr, and w hf of sw qr.....	21	96 29	21		Kossuth
se of ne, n hf of ne, w hf, sw	23	97 28	23		"	sw qr.....	29	96 29	29		"
of se, and e hf of se.....	25	97 28	25		"	nw fr qr.....	31	96 29	31	2711.27	"
w hf of se qr.....	31	97 28	31		"	ne fr qr, n fr hf of nw fr qr, and	3	97 29	3		"
nw fr qr, and w fr hf of sw fr qr	29	97 28	29		"	sw fr qr of nw fr qr.....	5	97 29	5		"
se of se.....	33	97 28	33	2247.61	"	n fr hf of ne fr qr, sw of ne fr	7	97 29	7		"
se of nw, and nw of se.....	5	94 29	5		"	qr, and nw fr qr.....	11	97 29	11		"
n fr hf, n hf of sw, se of sw, ne	7	94 29	7		"	n hf of ne, sw of ne, w fr hf,	13	97 29	13		"
of se, and s hf of se.....	11	94 29	11		"	w hf of se, and se of se.....	17	97 29	17		"
w fr hf of nw fr qr, sw fr qr, and	15	94 29	15		"	w hf of sw, and se of sw.....	19	97 29	19		"
e hf.....	21	94 29	21		"	w hf of sw.....	25	97 29	25		"
lot 5	27	94 29	27	1294.85	"	n hf of se, and sw of se.....	29	97 29	29		"
w hf of nw.....	5	95 29	5		"	e hf of nw, and e hf of sw.....	31	97 29	31		"
ne of se	7	95 29	7		"	n hf of ne, and se of ne.....	35	97 29	35	2053 01	"
sw of se.....	19	95 29	19		"	ne of nw, and sw of nw.....	1	94 30	1		"
se of ne, and nw fr qr of nw fr qr	23	95 29	23		"	nw fr qr, and w hf of se.....	5	94 80	5		"
sw of ne, and nw of se.....	31	95 29	31		"	ne fr qr of nw fr qr, s hf of nw	9	94 30	9		"
w fr hf of nw fr qr, and w fr hf	35	95 29	35	664.01	"	fr qr, n hf of se qr, and sw	15	94 30	15	1205.15	"
of sw fr qr	3	96 29	3		"	of se.....	9	95 30	9		"
nw of sw.....	5	96 29	5		"	e fr hf of ne fr qr, nw fr qr of	15	95 30	15		"
nw of ne, sw fr qr, and se of se	7	96 29	7		"	nw fr qr, s hf of nw fr qr, and	17	95 30	17		"
*lots 7 and 8.....	9	96 29	9		"	e hf of se.....	17	95 30	17		"
n fr hf.....	11	96 29	11		"	e hf of nw, sw of nw, w hf of	17	95 30	17		"
n fr hf.....	13	96 29	13		"	sw, se of sw, n hf of se, and	17	95 30	17		"
w fr hf, and se.....	15	96 29	15		"	se of se. ..	17	95 30	17		"
w hf of ne, and e hf of nw....	17	96 29	17		"	ne qr, n hf of nw, se of nw, and	17	95 30	17		"
nw of nw.....	19	96 29	19		"	ne of sw.....	17	95 30	17		"
ne of ne.....	21	96 29	21		"	nw of sw, and sw qr.....	17	95 30	17		"
se of ne, sw of nw, and sw qr..	23	96 29	23		"	n hf of sw, and se of sw.....	17	95 30	17		"
n hf, and sw qr.....	25	96 29	25		"	w hf of se.....	17	95 30	17		"

*Lots 7 and 8 conflict with the swamp land grant.

ne of nw.	19	95 30	Kossuth	of se.	33	97 30	Kossuth	7060.90
se of sw, and sw of se.	25	95 30	"	w hf of ne.	35	97 30	"	
e hf of nw, n hf of sw and sw of sw.	27	95 30	"	† n fr hf, n hf of sw, and sw of sw.	1	98 27	Crocker	
*nw of ne.	29	95 30	"	n fr hf of ne fr qr, sw of ne fr qr,				
nw of nw, and s hf of nw.	33	95 30	"	nw fr qr of nw fr qr, se of nw	3	98 27	"	
s hf of ne, and nw fr qr.	1	96 30	"	fr qr, n hf of se, and se of se.	5	98 27	"	
n fr hf.	3	96 30	"	n fr hf, n hf of sw, se of sw, and	7	98 27	"	
all	5	96 30	"	n hf of se.	9	98 27	"	
all	7	96 30	"	nw of ne, s hf of ne, nw fr qr,	11	98 27	"	
all	9	96 30	"	ne qr of sw fr qr, w fr hf of	13	98 27	"	
w hf of ne, w hf of se, and se of se.	13	96 30	"	sw fr qr, and w hf of se.	15	98 27	"	
ne of sw, w hf of sw, ne of se,	15	96 30	"	n hf of sw, sw of sw, n hf of se,	17	98 27	"	
and s hf of se.	17	96 30	"	and se of se.	19	98 27	"	
ne of ne, s hf of ne, w hf and	19	96 30	"	w hf of ne.	21	98 27	"	
se qr.	21	96 30	"	ne qr, n hf of nw, sw of nw, sw	23	98 27	"	
nw of ne.	23	96 30	"	qr, and n hf of se qr.	25	98 27	"	
n fr hf.	1	97 30	"	ne qr, w hf, and w hf of se qr.	27	98 27	"	
all.	3	97 30	"	n hf, sw qr, ne of se, and s hf of				
all	5	97 30	"	se.				
e hf of nw, e hf of sw, and e hf.	7	97 30	"	ne qr, w fr hf, and w hf of se.				
all	9	97 30	"	e hf, se of nw, w hf of nw, and				
all	11	97 30	"	e hf of sw.				
ne qr, n hf of nw, sw of nw, sw	13	97 30	"	ne qr, e hf of nw, n hf of sw,				
qr, and w hf of se qr.	15	97 30	"	and n hf of se.				
w hf of ne, and e hf of nw.	17	97 30	"	n hf, ne qr of sw, and n hf of se.				
all	19	97 30	"	se of s w, and se qr.				
all	21	97 30	"	s hf of ne, nw of ne, nw qr, and				
ne of ne, sw of ne, nw of nw,	23	97 30	"	s hf.				
and s hf of nw.	25	97 30	"	s hf of ne, w fr hf, and se qr.				
e hf of sw	27	97 30	"	nw of ne, se of nw, ne of sw, s				
nw of ne, e hf of nw, and se qr.	29	97 30	"	hf of sw, and w hf of se.				
e hf, e hf of nw fr qr, w fr hf of	31	97 30	"	s hf of ne, nw qr, w hf of sw,				
nw fr qr, e hf of sw fr qr, and	33	97 30	"	and se of sw.				
sw fr qr of sw fr qr.	35	97 30	"	se of se.				
n hf, sw qr, n hf of se, and sw	37	97 30	"	sw of se.				

* Approved and certified as Agricultural College land prior.
† sw of nw of Sec. 1, Town. 98, Range 27, conflicts with Swamp Land Grant.

MCGREGOR & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Town	Range	Acres.	In what county situated.
* se of nw.....	9	99 27			Crocker
sw of nw and sw of sw.....	23	99 27			".....
sw fr qr of sw fr qr.....	31	99 27		234 97	".....
ne fr qr, ne fr qr of nw fr qr, s hf of nw fr qr, ne of sw, w hf of sw, and se qr.....	1	98 28			".....
e hf of ne fr qr, s hf of sw, and se of se.....	3	98 28			".....
ne fr qr, nw fr qr of nw fr qr, ne qr of sw, s hf of sw, nw of se, and s hf of se.....	5	98 28			".....
n hf of ne, s hf of nw, sw qr, ne of se, and s hf of se.....	9	98 28			".....
e hf of ne, nw qr, n hf of sw, sw of sw, ne of se, and s hf of se.	11	98 28			".....
n hf, sw qr, n hf of se, and se of se.....	13	98 28			".....
s hf of ne, nw qr, and s hf.....	15	98 28			".....
ne qr, e hf of nw, e hf of sw, and w hf of se.....	17	98 28			".....
n hf of ne, e hf of sw, and n hf of se.....	19	98 28			".....
* e hf of ne, sw qr, and sw of se.	21	98 28			".....
e hf of ne, w hf of nw, se of sw, w hf of sw, and e hf of se.....	23	98 28			".....

* se of ne, sec. 9, township 99, range 28 } Conflicts with Indemnity
 * se of ne, sec. 21, township 99, range 28. } Swamp Patent.

† sw fr qr, sec. 7, township 99, range 28 }
 † ne of ne, section 9, township 99, range 28. } Conflicts with Swamp Land Grant.

n hf, n hf of sw, and se of se....	25	99 28	Crocker.....	s hf of sw and s hf of se.....	15	99 29	Crocker.....
nw of ne, nw of nw, s hf of nw, and sw qr.....	27	99 28	".....	s hf of ne, s fr hf of nw fr qr, e hf of sw, and se qr.....	19	99 29	".....
s hf of ne, s hf of nw, and s hf. ne qr, w fr hf, and n hf of se....	29	99 28	".....	s hf of ne, s hf of nw, and s hf. all.....	21	99 29	".....
w hf and se qr.....	31	99 28	".....	n hf, n hf of sw, se of sw, n hf of se, and sw of se.....	23	99 29	".....
sw of ne, n hf of nw, se of nw, s hf of sw, and nw of se.....	33	99 28	".....	n hf, ne of sw, and se qr.....	25	99 29	".....
n fr hf of ne, sw of ne fr qr, nw fr qr, n hf of sw, se of sw, n hf of se, and sw of se.....	35	99 28	".....	all.....	27	99 29	".....
e fr hf of ne fr qr, and nw fr qr.....	1	98 29	".....	ne qr, e hf of nw, sw fr qr, and w hf of se.....	29	99 29	".....
n fr hf, ne of sw, s hf sw, and n hf of se.....	3	98 29	".....	all.....	31	99 29	".....
w fr hf.....	5	98 29	".....	nw of ne, nw qr, e hf of sw, sw of sw, and se qr.....	33	99 29	".....
n hf of sw and se qr.....	7	98 29	".....	n fr hf and se qr.....	35	99 29	".....
* n hf, sw qr, w hf of se, and ne of se.....	9	98 29	".....	w fr hf, n hf of se, and sw of se n hf, ne of sw, and se qr.....	5	98 30	".....
w hf of ne, sw qr, w hf of se, and se of se.....	11	98 29	".....	sw qr.....	7	98 30	".....
nw of ne, s hf of ne, e hf of se, and sw of se.....	13	98 29	".....	n hf of sw, n hf of se, and se of se.....	11	98 30	".....
s hf of ne, n hf of se, and sw of se.....	15	98 29	".....	se.....	15	98 30	".....
se.....	17	98 29	".....	all.....	17	98 30	".....
n hf of ne, ne of nw, sw of sw, and s hf of se.....	19	98 29	".....	ne qr, e hf of nw, sw of nw, and s hf.....	19	98 30	".....
w hf of ne.....	21	98 29	".....	all.....	21	98 30	".....
e hf of nw, sw of nw, n hf of se, and sw of se.....	23	98 29	".....	ne qr, e hf of nw, sw of nw, nw of sw, n hf of se, and se of se nw qr and e hf of sw.....	25	98 30	".....
sw of ne.....	25	98 29	".....	e hf of nw, nw of nw, e hf of sw, and e hf.....	29	98 30	".....
s hf of nw and n hf of sw.....	27	98 29	".....	all.....	31	98 30	".....
w hf of se.....	29	98 29	".....	s hf.....	33	98 30	".....
w fr hf.....	31	98 29	".....	s hf.....	35	98 30	".....
s hf of ne and w hf of se.....	33	98 29	".....	s hf of ne, s hf of nw, and s hf. all.....	19	99 30	".....
sw of se and sw of sw.....	35	98 29	".....	all.....	21	99 30	".....
s hf of ne, s hf of nw, n hf of sw, sw of sw, and n hf of se..	13	99 29	".....	n hf, sw qr w hf of se, and ne of se.....	23	99 30	".....

5341.94

5491.91

5952.63

4588.35

* Sw of nw, sec. 11-98-29, conflicts with swamp land grant.

McGREGOR & MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Sections.	§ 2	Top of Range	Acres.	In what county situate.	Parts of Sections.	§ 2	Top of Range	Acres.	In what county situate.
e hf of se, and nw of se.....	33	99 30		Crocker.....	e hf of sw.....	27	93 32		Pocahontas...
all	35	99 30	3748.45	".....	n hf of ne, ne of nw, sw of nw,				
sw of se.....	7	92 31	40.00	Pocahontas...	ne of sw, s hf of sw, and s hf				
se of ne fr qr, n fr hf of ne fr qr,					of se.....	29	93 32		".....
s hf of nw, sw qr, w hf of se,					e hf of nw, nw of nw fr qr, e hf				
and se of se	1	92 31		".....	of sw, and e hf.....	31	93 32		".....
s hf of ne fr, nw fr of ne, e fr hf					nw of ne, s hf of ne, s hf of nw,				
of nw fr qr, sw of sw, e hf of					e hf of sw, and se qr.....	33	93 32		".....
sw, and se qr.....	3	92 31		".....	n hf of sw, sw of sw, n hf of se,				
n fr hf of ne fr qr, sw of ne fr					and se of se.....	35	93 32	3954.10	".....
qr, nw fr qr, ne of sw, sw of					ne fr qr of ne fr qr, nw fr qr of				
sw, and se qr.....	5	92 31		".....	nw fr qr, and s hf of se qr....	1	92 33		".....
ne qr, w hf of nw fr qr, sw fr					nw fr qr of ne fr qr, and n fr hf				
qr, and ne of se.....	7	92 31		".....	of nw fr qr.....	3	92 33	337.97	".....
all	9	92 31		".....	ne fr qr of ne fr qr, s hf of ne fr				
w hf of ne, n hf of nw, sw of					qr, and sw of nw	1	92 33		".....
nw, n hf of sw, se of sw, and					nw fr qr of ne fr qr, nw fr qr,				
se qr.....	11	92 32	3138.78	".....	sw fr qr, w hf of se, and se of				
n fr hf, n hf of sw, se of sw, and					se.....	3	93 33		".....
se qr.....	5	93 32		".....	nw fr qr of nw fr qr.....	5	93 33		".....
ne qr, n hf of nw, ne of se, and					s hf of nw fr qr.....	7	93 33		".....
sw of se.....	7	93 32		".....	ne qr, and sw of se.....	9	93 33		".....
n hf of ne, sw of ne, nw qr, n					e hf of nw, nw of sw, se of sw,				
hf of sw, se of sw, nw of se,					and se qr.....	11	93 33		".....
and s hf of se.....	9	93 32		".....	ne of sw.....	13	93 33		".....
n hf of ne, e hf of nw, ne of sw,					nw of ne, and s hf of ne....	15	93 33		".....
s hf of sw, and nw of se.....	17	93 32		".....	s hf.....	17	93 33		".....
ne of nw fr, w fr hf of nw fr qr,					all	19	93 33		".....
s fr hf of sw fr qr, and s hf					w hf, and nw of se.....	21	93 33		".....
of se.....	19	93 32		".....	s hf of se.....	23	93 33		".....
se of nw.....	21	93 32		".....	ne qr, e hf of nw, and nw of nw	25	93 33		".....
sw qr	23	93 32		".....	ne of sw.....	27	93 33		".....

ne qr, nw of nw, s hf of nw, and s hf.....	29	93 33	Pocahontas.	se of ne, w hf of ne, e hf of nw, nw of nw, n hf of sw, and se qr.....	11	97 31	Palo Alto.....
e hf, nw qr, ne of sw fr qr, and w fr hf of sw fr qr.....	31	93 33	".....	w hf of ne, n hf of nw, s hf of sw, and n hf of se.....	13	97 31	".....
n hf of ne, sw of ne, ne of nw, s hf of nw, sw qr, and w hf of se qr.....	33	93 33	".....	ne qr, s hf of nw, and s hf.....	15	97 31	".....
ne of ne.....	35	93 33	".....	ne qr, ne of nw, s hf of nw, and s hf.....	17	97 31	".....
n fr hf and nw of sw.....	1	96 31	Palo Alto.....	e hf of nw, e hf of sw qr, sw fr qr of sw fr qr.....	19	97 31	".....
n fr hf, nw of sw, s hf of sw, and se qr.....	3	96 31	".....	e hf.....	19	97 31	".....
n fr hf, and n hf of sw.....	5	96 31	".....	all.....	21	97 31	".....
w fr hf, w hf of se, and ne of se. w hf of ne, and se of ne.....	7	96 31	".....	s hf of ne, nw of ne, nw qr.....	23	97 31	".....
e hf, e hf of nw, nw of nw, nw of sw, and se of sw.....	11	96 31	".....	s hf of sw, nw of sw, and nw of se.....	23	97 31	".....
e hf, e hf of nw, nw of nw, and e hf of sw qr.....	13	96 31	".....	ne qr, ne of nw, sw of nw, nw of sw, s hf of sw, ne of se, and s hf of se.....	25	97 31	".....
e hf of nw, nw of nw, e hf of sw and sw of sw.....	17	96 31	".....	all.....	27	97 31	".....
nw fr qr, and e hf of sw fr qr.. all.....	19	96 31	".....	n hf of nw, se of nw, sw qr, and e hf.....	29	97 31	".....
w hf of ne. nw qr, n hf of sw, se of sw, nw of se, and s hf of se.....	27	96 31	".....	ne qr, w fr hf, nw of se, and s hf of se.....	31	97 31	".....
nw of ne, nw qr, n hf of sw, sw of sw, and s hf of se.....	35	96 31	".....	nw of ne, s hf of ne, nw qr, and s hf.....	33	97 31	".....
sw of ne, nw fr qr, n hf of sw, se of sw, and se qr.....	1	97 31	".....	nw of ne, s hf of ne, ne of nw, sw of nw, and s hf.....	35	97 31	".....
ne qr, s hf of nw, sw qr, and w hf of se.....	3	97 31	".....	w hf of se.....	19	94 32	".....
n fr hf of ne qr, sw of ne, w fr hf, and w hf of se.....	5	97 31	".....	nw of ne, and s hf of ne.....	31	94 32	".....
sw of ne, w fr hf of nw, se of nw, sw of se, and e hf of se.....	7	97 31	".....	n hf of ne, sw of ne, n hf of nw, sw of nw, nw of sw, and e hf of se.....	13	96 32	".....
w hf of ne, e hf of nw, n hf of sw, and w hf of se.....	9	97 31	".....	n hf of nw, and se of nw.....	23	96 32	".....
			".....	s hf of ne, nw of nw, and se of nw	25	96 32	".....
			".....	ne qr, s hf of nw, nw of sw, nw of se, and se of se.....	1	97 32	".....
			".....	n fr hf.....	3	97 32	".....

Prior conveyance of nw of nw, 23, 96, 32, to D. V. R. K. Co.

MCGREGOR AND MISSOURI RIVER RAILROAD—CONTINUED.

Parts of Section.	Acres.	In what county situate.
n hf of ne, sw of ne, n hf of se, and sw of se.....	9	Palo Alto
nw of ne and s hf of ne.....	11	"
e hf of nw, sw of nw, and e hf of sw	18	Emmett.....
n hf of ne, se of ne, and ne of nw	15	"
n hf of ne, sw of ne, nw of nw, se of nw, w hf of sw, and nw of so	23	"
n hf of sw, nw of se, and s hf of se.....	25	"
*se of sw	27	"
nw of ne	35	"
n fr hf and se qr	5	"
w hf of se and sw fr qr	7	"
w hf of ne	15	"
ne of ne, e hf of nw, nw of nw, s hf of sw, and se qr.....	17	"
w hf of ne, w fr hf, w hf of se, and se of se	19	"
ne qr, e hf of nw, and s hf	21	"
se of ne, n hf of ne, ne of nw, and e hf of se	23	"
all.....	25	"
n hf of ne, n hf of nw, n hf of sw, sw of sw, and w hf of se.....	27	"
ne of ne, sw of ne, nw of nw, and s hf of nw	29	"
e hf of nw, sw fr qr, and e hf.....	31	"
e hf of ne, w hf of nw, w hf of sw, and e hf of se	35	"
w fr hf and se qr	19	"
4584.83	94/83	nw qr..... 9 98/82
"	"	all..... 11 98/82

all.....	13	98	32	Emmett.....	sw fr qr and lot 1	81	99	32	Emmett.....
e hf.....	28	98	32	".....	all.....	83	99	32	".....
all.....	25	98	32	".....	all.....	35	99	32	".....
all.....	35	98	32	".....	lots 1 and 2	25	99	32	".....
s hf of se and s hf of sw.....	25	99	32	".....	Total				".....
s hf.....	27	99	32	".....					".....
lots 4, 5, 6, 7, and 8.....	29	99	32	".....					".....
									183958.81

* Prior conveyance se of sw, section 27, township 97, range 82, to Des Moines Valley Railroad Company.

IOWA FALLS & SIOUX CITY RAILROAD.

List of lands patented by the State of Iowa to the Iowa Falls & Sioux City Railroad Company under the provisions of Chapter 124, Acts of the Twelfth General Assembly.

Parts of Sections.	§ n	T wp	Range	Acres.	In what county situate.	Parts of Sections.	§ n	T wp	Range	Acres.	In what county situate.
nw fr of nw fr.....	1	88	36	64.52	Sac	all	15	90	36	640.00	Buena Vista..
sw qr.....	3	88	36	160.00	"	all	17	90	36	640.00	"
all	5	88	36	702.10	"	all	19	90	36	659.04	"
w hf of ne and se of ne.....	11	88	36	120.00	"	all	21	90	36	640.00	"
w hf of ne.....	15	88	36	80.00	"	w hf of ne, w hf of se, and w hf ..	23	90	36	480.00	"
all	3	89	36	616.76	"	all	27	90	36	640.00	"
all	5	89	36	617.44	"	all	29	90	36	640.00	"
all	7	89	36	662.76	"	all	31	90	36	660.40	"
all	9	89	36	640.00	"	all	33	90	36	640.00	"
all	11	89	36	640.00	"	w hf of ne, w hf of se, and w hf ..	35	90	36	480.00	"
all	15	89	36	640.00	"	all	3	91	36	640.92	"
all	17	89	36	640.00	"	all	5	91	36	636.90	"
all	19	89	36	663.58	"	all	7	91	36	640.48	"
all	21	89	36	640.00	"	all	9	91	36	640.00	"
all	23	89	36	640.00	"	w hf of ne, w hf of se, and w hf ..	11	91	36	480.00	"
all	27	89	36	640.00	"	all	15	91	36	640.00	"
all	29	89	36	640.00	"	all	17	91	36	640.00	"
n bf.....	3	89	36	331.11	"	all	19	91	36	644.24	"
all	33	89	36	640.00	"	all	21	91	36	640.00	"
all	35	89	36	640.00	"	w hf of ne, w hf of se, and w hf ..	23	91	36	480.00	"
all	3	90	36	606.00	Buena Vista..	all	27	91	36	640.00	"
all	5	90	36	649.30	"	all	29	91	36	640.00	"
all	7	90	36	659.22	"	all	31	91	36	654.40	"
all	9	90	36	640.00	"	all	33	91	36	640.00	"
w hf of ne, w hf of se, and w hf ..	11	90	36	440.00	"	w hf of ne, w hf of se, and w hf ..	35	91	36	480.00	"

all	3	92 36	609.72	Buena Vista	all	25	89 37	640.00	Sac
all	5	92 36	609.08	"	n hf	27	89 37	820.00	"
all	7	92 36	632.24	"	all	1	90 37	608.10	Buena Vista
all	9	92 36	640.00	"	all fr	3	90 37	525.77	"
w hf of ne, w hf of se, and w hf	11	92 36	480.00	"	all fr	5	90 37	508.46	"
all	15	92 36	640.00	"	all	7	90 37	660.60	"
all	17	92 36	640.00	"	all fr	9	90 37	40.80	"
all	19	92 36	636.60	"	all fr	11	90 37	137.30	"
all	21	92 36	640.00	"	all	13	90 37	640.00	"
w hf hf ne, w hf of se, and w hf	23	92 36	480.00	"	all fr	15	90 37	818.25	"
all	27	92 36	640.00	"	all	17	90 37	640.00	"
all	29	92 36	640.00	"	all	19	90 37	660.12	"
all	31	92 36	639.58	"	all	21	90 37	640.00	"
all	33	92 36	640.00	"	all	23	90 37	640.00	"
w hf of ne, w hf of se, and w hf	35	92 36	480.00	"	all	25	90 37	640.00	"
s hf	7	93 36	310.27	"	all	27	90 37	640.00	"
all	15	93 36	640.00	"	all	29	90 37	640.00	"
all	17	93 36	640.00	"	all	31	90 37	669.98	"
all	19	93 36	627.30	"	all	33	90 37	640.00	"
all	21	93 36	640.00	"	all	35	90 37	640.00	"
w hf of ne, w hf of se, and w hf	23	93 36	480.00	"	all	1	91 37	637.52	"
all	27	93 36	640.00	"	all	3	91 37	633.54	"
all	29	93 36	640.00	"	all	5	91 37	630.66	"
all	31	93 36	627.71	"	all	7	91 37	654.16	"
all	33	93 36	640.00	"	all	9	91 37	640.00	"
w hf of ne, w hf of se, and w hf	35	93 36	480.00	"	all	11	91 37	640.00	"
all	1	89 37	615.86	Sac	all	13	91 37	640.00	"
all	3	89 37	612.98	"	all	15	91 37	640.00	"
all	5	89 37	609.12	"	all	17	91 37	640.00	"
all	7	89 37	665.88	"	all	19	91 37	651.46	"
all	9	89 37	640.00	"	all	21	91 37	640.00	"
all	11	89 37	640.00	"	all	23	91 37	640.00	"
all	13	89 37	640.00	"	all	25	91 37	640.00	"
all	15	89 37	640.00	"	all	27	91 37	640.00	"
all	17	89 37	640.00	"	all	29	91 37	640.00	"
n hf	19	89 37	334.29	"	all	31	91 37	651.02	"
all	21	90 37	640.00	"	all	33	91 37	640.00	"
all	23	89 37	640.00	"	all	35	91 37	640.00	"

IOWA FALLS & SIOUX CITY RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.	Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.
all.....	1	92 37	92 37	666.70	Buena Vista..	all.....	27	93 37	93 37	640.00	Buena Vista..
all.....	3	92 37	92 37	665.48	"	all.....	29	93 37	93 37	640.00	"
all.....	5	92 37	92 37	668.92	"	all.....	31	93 37	93 37	661.40	"
all.....	7	92 37	92 37	657.22	"	all.....	33	93 37	93 37	640.00	"
all.....	9	92 37	92 37	640.00	"	all.....	35	93 37	93 37	640.00	"
all.....	11	92 37	92 37	640.00	"	all.....	1	89 38	89 38	610.04	Sac.....
all.....	13	92 37	92 37	640.00	"	all.....	3	89 38	89 38	615.22	"
all.....	15	92 37	92 37	640.00	"	all.....	5	89 38	89 38	624.92	"
all.....	17	92 37	92 37	640.00	"	all.....	7	89 38	89 38	659.70	"
all.....	19	92 37	92 37	658.52	"	all.....	9	89 38	89 38	640.00	"
all.....	21	92 37	92 37	640.00	"	all.....	11	89 38	89 38	640.00	"
all.....	23	92 37	92 37	640.00	"	all.....	13	89 38	89 38	640.00	"
all.....	25	92 37	92 37	640.00	"	all.....	15	89 38	89 38	640.00	"
all.....	27	92 37	92 37	640.00	"	all.....	1	90 38	90 38	620.38	Buena Vista..
all.....	29	92 37	92 37	640.00	"	all.....	3	90 38	90 38	614.20	"
all.....	31	92 37	92 37	656.72	"	all.....	5	90 38	90 38	601.76	"
all.....	33	92 37	92 37	640.00	"	all.....	7	90 38	90 38	652.74	"
all.....	35	92 37	92 37	640.00	"	all.....	9	90 38	90 38	640.00	"
sw of nw, se of se, w hf of se, and w hf.....	1	93 37	93 37	508.62	"	all.....	11	90 38	90 38	640.00	"
all.....	3	93 37	93 37	673.54	"	all.....	13	90 38	90 38	640.00	"
all.....	5	93 37	93 37	664.60	"	all.....	15	90 38	90 38	640.00	"
all.....	7	93 37	93 37	688.56	"	all.....	17	90 38	90 38	640.00	"
all.....	9	93 37	93 37	640.00	"	all.....	19	90 38	90 38	649.80	"
all.....	11	93 37	93 37	640.00	"	all.....	21	90 38	90 38	640.00	"
all.....	13	93 37	93 37	640.00	"	all.....	23	90 38	90 38	640.00	"
all.....	15	93 37	93 37	640.00	"	all.....	25	90 38	90 38	640.00	"
all.....	17	93 37	93 37	640.00	"	all.....	27	90 38	90 38	640.00	"
all.....	19	93 37	93 37	672.60	"	all.....	29	90 38	90 38	640.00	"
all.....	21	93 37	93 37	640.00	"	all.....	33	90 38	90 38	640.00	"
all.....	23	93 37	93 37	640.00	"	all.....	35	90 38	90 38	640.00	"
all.....	25	93 37	93 37	640.00	"	all.....	1	91 38	91 38	626.08	"
all.....	27	93 37	93 37	640.00	"	all.....	8	91 38	91 38	626.04	"a

all.....	5	91 38	628.46	Buena Vista..	all.....	11	93 38	640.00	Buena Vista..
all.....	7	91 38	646.88	"	all.....	18	93 38	640.00	"
all.....	9	91 38	640.00	"	all.....	15	93 38	640.00	"
all.....	11	91 38	640.00	"	all.....	17	93 38	640.00	"
all.....	13	91 38	640.00	"	all.....	19	93 38	643.52	"
all.....	15	91 38	640.00	"	all.....	23	93 38	640.00	"
all.....	17	91 38	640.00	"	all.....	25	93 38	640.00	"
all.....	19	91 38	650.12	"	all.....	27	93 38	640.00	"
all.....	21	91 38	640.00	"	all.....	29	93 38	640.00	"
all.....	23	91 38	640.00	"	all.....	31	93 38	641.22	"
all.....	25	91 38	640.00	"	all.....	33	93 38	640.00	"
all.....	27	91 38	640.00	"	all.....	35	93 38	640.00	"
all.....	29	91 38	640.00	"	n hf, n hf of se, and n hf of sw..	29	94 38	480.00	Clay
all.....	31	91 38	655.88	"	s hf of ne and e hf of se.....	33	94 38	160.00	"
all.....	33	91 38	640.00	"	all.....	35	94 38	640.00	"
all.....	35	91 38	640.00	"	all.....	1	89 39	634.68	Ida..
all.....	1	92 38	658.90	"	all.....	3	89 39	640.08	"
all.....	3	92 38	660.90	"	all.....	5	89 39	641.28	"
all.....	5	92 38	668.66	"	all ..	7	89 39	645.52	"
all.....	7	92 38	644.60	"	all.....	9	89 39	640.00	"
all.....	9	92 38	640.00	"	all.....	11	89 39	640.00	"
all.....	11	92 38	640.00	"	all.....	1	90 39	597.40	Cherokee.....
all.....	13	92 38	640.00	"	all.....	3	90 39	600.16	"
all.....	15	92 38	640.00	"	n hf.....	5	90 39	277.12	"
all.....	17	92 38	640.00	"	all.....	7	90 39	629.22	"
all.....	19	92 38	643.64	"	all.....	9	90 39	640.00	"
all.....	21	92 38	640.00	"	all.....	11	60 39	640.00	"
all.....	23	92 38	640.00	"	all, ..	13	90 39	640.00	"
all.....	25	82 38	640.00	"	all.....	15	90 39	640.00	"
all.....	27	92 38	640.00	"	all.....	17	90 39	640.00	"
all.....	29	92 38	640.00	"	all.....	19	90 39	638.40	"
all.....	31	92 38	634.30	"	all.....	21	90 39	640.00	"
all.....	33	92 38	640.00	"	all.....	25	90 39	640.00	"
all.....	35	92 38	640.00	"	all.....	27	90 39	640.00	"
se, n hf of sw, and n fr hf.....	1	93 38	612.44	"	all ..	29	90 39	640.00	"
all.....	5	93 38	669.50	"	all.....	31	90 39	650.00	"
all.....	7	93 38	655.04	"	all.....	33	90 39	640.00	"
all.....	9	93 38	640.00	"	all.....	35	90 39	640.00	"

[illegible]

all	9	92 41	640.00	Cherokee	all	15	94 41	640.00	O'Brien
all	11	92 41	640.00	"	all	17	94 41	640.00	"
all	13	92 41	640.00	"	all	19	94 41	599.92	"
all	15	92 41	640.00	"	all	21	94 41	640.00	"
all	17	92 41	640.00	"	all	23	94 41	640.00	"
all	19	92 41	651.82	"	all	25	94 41	640.00	"
all	21	92 41	640.00	"	all	27	94 41	640.00	"
all	23	92 41	640.00	"	all	29	94 41	640.00	"
all	25	92 41	640.00	"	all	31	94 41	608.92	"
all	27	92 41	640.00	"	all	33	94 41	640.00	"
all	29	92 41	640.00	"	all	35	94 41	640.00	"
all	31	92 41	649.54	"	all	31	95 41	611.76	"
all	33	92 41	640.00	"	all	33	95 41	640.00	"
all	35	92 41	640.00	"	all	35	95 41	640.00	"
all	3	93 41	645.28	"	n fr hf of ne	3	90 42	91.11	Cherokee
all	5	93 41	629.72	"	nw fr qr of ne and nw fr qr	5	90 42	220.90	"
all	7	93 41	628.68	"	w fr hf	7	90 42	345.54	"
all	9	98 41	640.00	"	nw of se	25	90 42	40.00	"
all	11	93 41	640.00	"	ne of nw	27	90 42	40.00	"
all	13	93 41	640.00	"	se of ne and w hf of nw	31	90 42	132.48	"
all	15	93 41	640.00	"	all	1	91 42	616.40	"
all	17	93 41	640.00	"	all	3	91 42	612.86	"
all	19	93 41	632.44	"	all	5	91 42	611.10	"
all	21	93 41	640.00	"	all	7	91 42	655.16	"
all	23	93 41	640.00	"	all	9	91 42	640.00	"
all	25	93 41	640.00	"	all	11	91 42	640.00	"
all	27	93 41	640.00	"	all	13	91 42	640.00	"
all	29	93 41	640.00	"	all	17	91 42	640.00	"
all	31	93 41	621.00	"	all	19	91 42	652.24	"
all	33	93 41	640.00	"	all	21	91 42	640.00	"
all	35	93 41	640.00	"	all	23	91 42	640.00	"
all	1	94 41	635.30	O'Brien	all	25	91 42	640.00	"
all	3	94 41	632.14	"	all	27	91 42	640.00	"
all	5	94 41	644.24	"	all	29	91 42	640.00	"
all	7	94 41	586.92	"	all	31	91 42	666.88	"
all	9	94 41	640.00	"	all	35	91 42	640.00	"
all	11	94 41	640.00	"	all	1	92 42	446.04	"
all	13	94 41	640.00	"	all	3	92 42	641.95	"

IOWA FALLS & SIOUX CITY RAILROAD—CONTINUED.

Parts of Sections.	Sec.	Tract.	Acres.	In what county situated.	Parts of Sections.	Sec.	Tract.	Acres.	In what county situated.
all	5	92 42	634.82	Cherokee	all	88	93 42	640.00	Cherokee
all	7	92 42	626.04	"	all	85	93 42	640.00	"
all	9	92 42	640.00	"	all	1	94 42	645.64	O'Brien
all	11	92 42	640.00	"	all		94 42	638.54	"
all	13	92 42	640.00	"	all		94 42	633.04	"
all	15	92 42	640.00	"	all		94 42	601.12	"
all	17	92 42	640.00	"	all		94 42	640.00	"
all	19	92 42	638.82	"	all		94 42	640.00	"
all	21	92 42	640.00	"	all		94 42	640.00	"
all	23	92 42	640.00	"	all		94 42	640.00	"
all	25	92 42	640.00	"	all		94 42	640.00	"
all	27	92 42	640.00	"	all		94 42	640.00	"
all	29	92 42	640.00	"	all		94 42	640.00	"
all	31	92 42	658.06	"	all	25	94 42	640.00	"
all	33	92 42	640.00	"	all	27	94 42	640.00	"
all	35	92 42	640.00	"	all	29	94 42	640.00	"
all	1	93 42	621.20	"	all	31	94 42	(28.72)	"
all	3	93 42	610.72	"	all	28	94 42	640.00	"
all	5	93 42	599.52	"	all	35	94 42	640.00	"
all	7	93 42	603.60	"	s hf.	31	95 42	814.08	"
all	9	93 42	640.00	"	all	35	95 42	640.00	"
all	11	93 42	640.00	"	all	1	90 43	680.88	Plymouth
all	13	93 42	640.00	"	all	8	90 43	681.12	"
all	15	93 42	640.00	"	all	5	90 43	677.40	"
all	17	93 42	640.00	"	all	7	90 43	665.40	"
all	19	93 42	626.12	"	all	9	90 43	640.00	"
all	21	93 42	640.00	"	all	11	90 43	640.00	"
all	23	93 42	640.00	"	all	13	90 43	640.00	"
all	25	93 42	640.00	"	all	17	90 43	640.00	"
all	27	93 42	640.00	"	all	19	90 43	668.28	"
all	29	93 42	640.00	"	all	31	90 43	640.00	"
all	31	93 42	640.04	"	all	28	90 43	640.00	"

all	25	90 43	640.00	Plymouth	all	88	93 43	640.00	Plymouth
all	27	90 43	640.00	"	all	85	93 43	640.00	"
all	29	90 43	640.00	"	all	1	93 43	623.40	"
all	31	90 43	665.00	"	all	3	93 43	628.83	"
n hf	33	90 43	320.00	"	all	5	93 43	631.02	"
all	1	91 43	630.76	"	all	7	93 43	630.88	"
all	3	91 43	627.40	"	all	9	93 43	640.00	"
all	5	91 43	631.15	"	all	11	93 43	640.00	"
all	7	91 43	660.44	"	s hf	13	93 43	320.00	"
all	9	91 43	640.00	"	s hf	15	93 43	320.00	"
all	11	91 43	640.00	"	all	17	93 43	640.00	"
n hf	13	91 43	320.00	"	all	19	93 43	631.94	"
all	15	91 43	640.00	"	all	21	93 43	640.00	"
all	17	91 43	640.00	"	all	23	93 43	640.00	"
all	19	91 43	665.88	"	all	25	93 43	640.00	"
all	21	91 43	640.00	"	all	27	93 43	640.00	"
all	23	91 43	640.00	"	all	29	93 43	640.00	"
all	25	91 43	640.00	"	all	31	93 43	635.46	"
all	27	91 43	640.00	"	all	33	93 43	640.00	"
all	29	91 43	640.00	"	all	35	33 43	640.00	"
all	33	91 43	640.00	"	all	1	94 44	646.32	Sioux
all	35	91 43	640.00	"	all	3	94 44	642.70	"
all	1	92 43	648.12	"	all	5	94 44	654.03	"
all	3	92 43	657.16	"	all	7	94 44	624.68	"
all	5	92 43	654.04	"	all	9	94 44	640.00	"
all	7	92 43	632.68	"	all	11	94 44	640.00	"
all	9	92 43	640.00	"	all	13	94 44	640.00	"
all	11	92 43	640.00	"	all	17	94 44	640.00	"
all	13	92 43	640.00	"	all	19	94 44	630.62	"
all	15	92 43	640.00	"	all	21	94 44	640.00	"
all	17	92 43	640.00	"	all	23	94 44	640.00	"
all	19	92 43	649.60	"	all	25	94 44	640.00	"
all	21	92 43	640.00	"	all	27	94 44	640.00	"
all	23	92 43	640.00	"	all	29	94 44	640.00	"
all	25	92 43	640.00	"	all	31	94 44	628.20	"
all	27	92 43	640.00	"	all	35	94 44	640.00	"
all	29	92 43	640.00	"	s hf	31	95 43	310.24	"
all	31	92 43	659.20	"	s hf	33	95 43	320.00	"

IOWA FALLS AND SIOUX CITY RAILROAD--CONTINUED.

[illegible]

all.....	35	92 44	640.00	Plymouth	lots 1, 2, 3, 4, 9, and 10, ne of	5	88 45	387.54	Woodbury.....
all.....	1	93 44	633.18	"	sw, and s hf of sw.....	5	88 45		
all.....	3	93 44	637.94	"	w hf of se, sw of ne, e hf of nw,	7	88 45	376.34	"
all.....	5	93 44	642.98	"	sw of nw, and sw fr qr....	17	88 45	640.00	"
all.....	7	93 44	642.14	"	all.....	19	88 45	615.20	"
all.....	9	93 44	640.00	"	all.....	1	89 45	622.86	"
all.....	13	93 44	640.00	"	all.....	3	89 45	617.36	"
all.....	15	93 44	640.00	"	all.....	7	89 45	661.56	"
all.....	17	93 44	640.00	"	all.....	9	89 45	640.00	"
all.....	19	93 44	642.00	"	all.....	11	89 45	640.00	"
all.....	21	93 44	640.00	"	all.....	13	89 45	640.00	"
all.....	23	93 44	640.00	"	all.....	15	89 45	640.00	"
all.....	25	93 44	640.00	"	all.....	17	89 45	640.00	"
all.....	27	93 44	640.00	"	all.....	19	89 45	662.84	"
all.....	29	93 44	640.00	"	all.....	21	89 45	640.00	"
all.....	31	93 44	642.72	"	all.....	25	89 45	640.00	"
all.....	33	93 44	640.00	"	all.....	27	89 45	640.00	"
all.....	35	93 44	640.00	Sioux	all.....	29	89 45	640.00	"
all.....	1	94 44	661.08	Plymouth	all.....	31	89 45	665.28	"
all.....	3	94 44	653.30	"	all.....	33	89 45	640.00	"
all.....	5	94 44	649.80	"	all.....	35	89 45	640.00	"
all.....	7	94 44	633.72	"	all.....	1	90 45	649.36	Plymouth
all.....	9	94 44	640.00	"	all.....	3	90 45	661.62	"
all.....	11	94 44	640.00	"	all.....	5	90 45	665.70	"
all.....	15	94 44	640.00	"	all.....	7	90 45	648.80	"
all.....	17	94 44	640.00	"	all.....	9	90 45	320.00	"
all.....	19	94 44	636.92	"	w hf.....	11	90 45	640.00	"
all.....	21	94 44	640.00	"	all.....	13	90 45	640.00	"
all.....	23	94 44	640.00	"	all.....	15	90 45	640.00	"
all.....	25	94 44	640.00	"	all.....	17	90 45	640.00	"
all.....	27	94 44	640.00	"	all.....	19	90 45	658.56	"
all.....	29	94 44	640.00	"	all.....	21	90 45	640.00	"
all.....	33	94 44	640.00	"	all.....	23	90 45	640.00	"
all.....	35	94 44	640.00	"	all.....	25	90 45	640.00	"
s hf.....	31	95 44	320.07	"	all.....	27	90 45	640.00	"
s hf.....	33	95 44	320.00	"	all.....	29	90 45	640.00	"
s hf.....	35	95 44	320.00	"	all.....	31	90 45	662.08	"
lot 1, and se qr.....	3	88 45	206.20	Woodbury.....	all.....				

IOWA FALLS & HIOUX CITY RAILROAD—CONTINUED.

[illegible]

all.....	25	94 45	640.00	Sioux.....	all.....	21	89 46	640.00	Woodbury...
all.....	27	94 45	640.00	"	all.....	23	89 46	640.00	"
all.....	29	94 45	640.00	"	all.....	25	89 46	640.00	"
all.....	31	94 45	606.72	"	all.....	27	89 46	640.00	"
all.....	33	94 45	640.00	"	all.....	29	89 46	640.00	"
all.....	35	94 45	640.00	"	all.....	31	89 46	672.00	"
all.....	1	87 46	637.12	Woodbury...	e hf, n hf of nw, and s hf of	33	89 46	480.00	"
n fr hf sec, nw of sw, and s hf	3	87 46	424.08	"	sw.....	35	89 46	640.00	"
of se.....	9	87 46	240.00	"	all.....	1	90 46	667.73	Plymouth...
e hf of nw and se qr.....	11	87 46	640.00	"	all.....	3	90 46	512.00	"
all.....	1	88 46	750.16	"	n fr hf and se qr.....	5	90 46	674.89	"
all.....	3	88 46	733.82	"	all.....	7	90 46	642.62	"
all.....	5	88 46	247.62	"	all.....	11	90 46	640.00	"
n fr hf of ne and n fr hf of nw	7	88 46	80.00	"	all.....	13	90 46	640.00	"
e hf of ne.....	9	88 46	640.00	"	all.....	15	90 46	640.00	"
all.....	11	88 46	640.00	"	sw of ne, nw of se, and w hf.....	17	90 46	400.00	"
all.....	13	88 46	640.00	"	all.....	19	90 46	645.40	"
all.....	15	88 46	640.00	"	e hf.....	21	90 46	320.00	"
all.....	17	88 46	640.00	"	all.....	23	90 46	640.00	"
w hf of nw and sw qr.....	21	88 46	240.00	"	all.....	25	90 46	640.00	"
all.....	23	88 46	640.00	"	all.....	27	90 46	640.00	"
all.....	25	88 46	640.00	"	ne of se, s hf of se, and nw of	29	90 46	160.00	"
all.....	27	88 46	640.00	"	ne.....	31	90 46	213.20	"
e hf, e hf of nw, nw of nw, e hf	33	88 46	560.00	"	e hf of se, se of nw, and w fr hf	38	90 46	640.00	"
of sw, and sw qr sw.....	1	89 46	307.18	"	of nw.....	35	90 46	640.00	"
w hf.....	3	89 46	618.02	"	all.....	1	91 46	169.62	"
all.....	5	89 46	621.62	"	all.....	3	91 46	608.90	"
all.....	7	89 46	492.80	"	sw of ne, n fr hf of ne, and n fr	5	91 46	611.40	"
e hf and sw qr.....	9	89 46	640.00	"	hf of nw.....	7	91 46	633.74	"
all.....	11	89 46	440.00	"	all.....	9	91 46	640.00	"
e hf, e hf of nw, and nw of nw	13	89 46	480.00	"	all.....	11	91 46	120.00	"
e hf of ne, sw of ne, nw of nw,	15	89 46	640.00	"	se of se and n hf of sw.....	13	91 46	640.00	"
and s hf.....	17	89 46	640.00	"	all.....	17	91 46	640.00	"
all.....	19	89 46	550.39	"	all.....	19	91 46	638.82	"
e hf, nw fr qr, and nw fr qr of					sw.....				

se qr.	19	89	47	160.00	Woodbury	all.	38	91	47	640.00	Plymouth
e hf of nw.	21	89	47	80.00	"	all.	35	91	47	640.00	"
ne qr, se of se, n hf of se, n hf of sw, and sw of sw	25	89	47	400.00	"	all.	1	92	47	627.99	"
nw qr.	27	89	47	160.00	"	all.	8	92	47	631.90	"
nw of nw.	29	89	47	40.00	"	all.	5	92	47	626.52	"
all.	1	90	47	659.56	Plymouth	all.	7	92	47	624.82	"
all.	3	90	47	646.52	"	all.	11	92	47	640.00	"
all.	5	90	47	641.10	"	all.	13	92	47	640.00	"
all.	9	90	47	640.00	"	all.	15	92	47	640.00	"
ne qr, e hf of nw, and s hf.	11	90	47	560.00	"	all.	17	92	47	640.00	"
all.	13	90	47	640.00	"	all.	19	92	47	628.26	"
w hf of ne, nw qr, and s hf.	15	90	47	560.00	"	all.	21	92	47	640.00	"
all.	17	90	47	640.00	"	all.	23	92	47	640.00	"
all.	19	90	47	668.00	"	all.	25	92	47	640.00	"
all.	21	90	47	640.00	"	all.	29	92	47	640.00	"
all.	23	90	47	640.00	"	all.	31	92	47	640.42	"
all.	25	90	47	640.00	"	all.	33	92	47	640.00	"
se qr, nw qr, and e hf of sw.	27	90	47	400.00	"	all.	35	92	47	640.00	"
all.	29	90	47	640.00	"	all.	1	93	47	654.14	"
all.	31	90	47	660.12	"	all.	3	93	47	652.88	"
nw qr.	33	90	47	160.00	"	all.	9	93	47	640.00	"
all.	35	90	47	640.00	"	all.	11	93	47	640.00	"
all.	1	91	47	634.30	"	all.	15	93	47	640.00	"
all.	3	91	47	627.14	"	all.	17	93	47	640.00	"
all.	5	91	47	634.96	"	all.	19	93	47	649.26	"
all.	7	91	47	654.14	"	all.	21	93	47	640.00	"
all.	9	91	47	640.00	"	all.	23	93	47	640.00	"
all.	11	91	47	640.00	"	all.	25	93	47	640.00	"
all.	13	91	47	640.00	"	all.	27	93	47	640.00	"
all.	15	91	47	640.00	"	all.	29	93	47	640.00	"
all.	17	91	47	640.00	"	all.	33	93	47	640.00	"
all.	21	91	47	640.00	"	all.	35	93	47	640.00	"
all.	23	91	47	640.00	"	all.	35	94	47	640.00	Sioux
all.	25	91	47	640.00	"	ne fr qr.	1	89	48	161.35	Woodbury
all.	27	91	47	640.00	"	e hf and sw qr.	13	89	48	480.00	"
all.	29	91	47	640.00	"	se of ne.	23	89	48	40.00	"
all.	31	91	47	640.00	"	nw of ne.	25	89	48	40.00	"
all.	31	91	47	656.96	"	all.	1	90	48	666.60	Plymouth

IOWA FALLS & SIOUX CITY RAILROAD—CONTINUED.

all	.....	18	91/48	640.00	"	.....	w hf	.....	92 48	320.00	"	.....
all	.....	15	91/48	640.00	"	.....	all	.....	93 48	640.00	"	.....
all	.....	17	91/48	640.00	"	.....		.....				.....
all	.....	21	91/48	640.00	"	.....	Total	.....		662478.33		.....
all	.....	23	91/48	640.00	"	.....		.....				.....

IOWA FALLS & SIOUX CITY RAILROAD—Continued.

List of lands in the Iowa Falls & Sioux City Railroad Grant claimed under section 5, chapter 124, Acts of the Twelfth General Assembly, upon which proof of occupation and improvement has been filed in this office; showing also the disposition of the same by the State:

Parts of Sections.	Sec. No.	Tr. No.	Acres.	Name of claimant.	Disposition of claim.
n hf of ne, se of ne, and ne of se	1	93 37	184.28	William H. Trusty	not patented
s hf of sw	1	93 38	80.00	Lemuel Dailey	.....
s hf of se	1	93 38	80.00	Lemuel Dailey	.....
s hf of sw, nw of sw, and sw of se	33	94 38	160.00	John A. Kirchner	.....
s hf of nw, ne of sw, and nw of se	33	94 38	160.00	J. Bicknell	.....
n hf of ne and n hf of nw	33	94 38			.....
s hf of se and s hf of sw	29	94 38			.....
nw qr	21	93 39			.....
n hf of sw	21	91 40			.....
sw qr	29	91 40			.....
nw qr	7	89 41			not patented
n hf of sw, nw of se, and se of nw	21	90 41			.....
ne qr	21	90 41			not patented
sw qr	29	90 41			.....
s hf of sw, nw of sw, and sw of nw	81	90 41			.....
e hf of ne, nw of ne, and ne of nw	31	90 41			not patented
sw qr	9	92 45			.....
ne qr	17	92 45			.....
n hf of se and e hf of sw	8	87 46			.....

IOWA FALLS & SIOUX CITY RAILROAD—CONTINUED.

Parts of Sections.	Town.			Acres.	Name of Claimant.	Disposition of Claim.
	Sec.	Range.	Range.			
sw qr.....	3	90	46	160.00	William Krudwig.....	Patented.....
e hf of ne, nw of ne, and ne of nw.....	33	91	46	160.00	Peter Shindel.....	Patented.....
sw qr.....	33	91	46	160.00	Daniel Schneider.....	Patented.....
s hf of nw, sw of ne, and nw of nw.....	33	91	46	160.00	Phillip Schneider.....	Patented.....
ne qr.....	1	89	47	158.12	W. N. Owen.....	Claim rejected.....
se qr.....	5	89	47	160.00	Jefferson Cleveland.....	Proof satisfactory—not patented.....
n hf of ne and ne o nw.....	3	90	48	142.11	Ezra Carpenter.....	Patented.....
lots 1 and 2, and nw of sw.....	35	90	48	128.15	Joseph La Berge.....	Patented.....
sw of sw.....	35	90	48	40.00	Odillon Lamoureaux.....	Patented.....
w hf of sw and se of sw.....	19	91	48	123.49	Sampson P. Hughes.....	Patented.....

Patents will issue in all those cases where the proof is satisfactory, as soon as the parties pay into the State Treasury, for the benefit of the Iowa Falls & Sioux City Railroad Company, the price of the land at \$2.50 per acre. The parties interested have been notified of the action of this Department in the premises.

TETE DES MORTS BRANCH.

CHAPTER 78.

AN ACT to carry out the provisions of an act of Congress, approved, May 15, 1856, granting lands to Iowa to aid in the construction of railroads, and to secure the early completion of the Tete des Morts branch of the Dubuque & Sioux City Railroad.

SECTION 1. *Be it enacted by the General Assembly of the State of Iowa,* That the Dubuque, Bellevue & Sabula Railroad Company, having failed and refused to accept the terms and conditions of chapter 124 of the acts of the Twelfth General Assembly relating to the construction of the Tete des Morts Branch Railroad, and the grant of land connected therewith; and said company not having proceeded in good faith to construct said branch road, and open the same for business, as required by said act; therefore, all the right, title, and interest in and to the land granted or intended to be granted to said Dubuque, Bellevue, & Sabula Railroad Company by any of the provisions of said chapter 124 of the acts of the Twelfth General Assembly, be and the same is hereby absolutely and entirely resumed by the State: *Provided, however,* that nothing in this act shall be construed to prevent the said Dubuque, Bellevue, & Sabula Railroad Company from claiming and recovering reasonable compensation for any work actually done by said company on the line of said branch road, from any person or company to whom said land grant may hereafter be transferred, and who may proceed to construct said branch road.

SEC. 2. The right of the Dubuque, Bellevue & Sabula Railroad Company to the land grant conferred upon it by chapter 124 of the acts of the Twelfth General Assembly, having ceased and determined, there shall be and is hereby granted to and conferred upon the Dubuque, Bellevue, & Mississippi Railway Company, to aid in the construction of the Tete des Morts branch road, required to be built by the act of Congress granting lands to Iowa to aid in the construction of railroads in said State, a *pro rata* of six sections per mile of said land grant: *Provided,* that said Dubuque, Bellevue, & Mississippi Railway Company shall not encumber or dispose of said lands until the said branch road shall be completed and open for business; and that said branch shall be completed within two years from the first day of January, A. D. 1870. Said lands shall be of an average quality and value of the lands granted by Congress as aforesaid, to aid in the construction of railroads in Iowa; and the Governor of Iowa shall select, or cause to be selected, the lands hereby granted to the Dubuque, Bellevue, & Mississippi Railway Company, or cause the same to be reserved from lands outside of the six mile limit of said grant, and upon completion of said branch road as above provided, he shall execute a patent for said lands to said Dubuque, Bellevue, & Mississippi Railway Company.

SEC. 3. The Dubuque, Bellevue, and Mississippi Railway Company is hereby required to signify its acceptance of the terms and conditions of this Act, by a written instrument, signed by the President of said Company, and filed with the Governor, within thirty days after the passage of this Act; and said company accepting the provisions of this Act, shall at all times be subject to such rules, regulations, and rates of tariff, for the transportation of freight and passengers, as may from time to time be enacted by the General Assembly of the State of Iowa. If the said Dubuque, Bellevue, and Mississippi Railway Company shall fail or refuse to accept this grant, upon the condition herein imposed, and in the time and manner herein prescribed, the Census Board of this State is hereby required by proper writing, with the seal of the State affixed thereto, to confer the same upon such party or company as shall, in their judgment, be competent to carry into effect, in good faith, the enterprise hereinbefore provided for, which shall accept the grant, by a proper written instrument, duly executed and attested; and shall file the same in the office of the Secretary of this State, subject to all the limitations and provisions of this Act, and the same shall be applicable to such grantee, subject to all the terms and conditions of this Act, as fully as if named originally herein.

SEC. 4. This Act being deemed of immediate importance, shall take effect from and after its publication in the *Daily State Register* and *Iowa Evening Statesman*, newspapers published in Des Moines.

Approved, April 7th, 1870.

I hereby certify that the foregoing Act was published in the *Daily Iowa State Register* April 10, and in the *Des Moines Daily Statesman*, ——— 1870.

ED WRIGHT, Secretary of State.

The following are the lands selected and set apart to aid in the construction of the Tete des Morts branch of the Dubuque & Sioux City Railroad:

STATE LAND OFFICE,
DES MOINES, IOWA, May 17th, 1870.

By direction of the Governor, and in compliance with the provisions of section 2, chapter 73, of the Laws of the Thirteenth General Assembly of the State of Iowa, approved, April 7th, 1870, which reads as follows, viz: "The right of the Dubuque, Bellevue, and Sabula Railroad Company to the land grant conferred upon it by chapter 124 of the acts of the Twelfth General Assembly, having ceased and determined, there shall be and is hereby granted to and conferred upon the Dubuque, Bellevue, and Mississippi Railway Company, to aid in the construction of the Tete des Morts branch road, required to be built by the act of Congress granting lands to Iowa to aid in the construction of railroads in said State, a *pro rata* of six sections per mile of said land grant; *Provided*, That

said Dubuque, Bellevue, and Mississippi Railway Company shall not encumber or dispose of said lands until the said branch road shall be completed and open for business; and that said branch shall be completed within two years from the first day of January, A. D. 1870. Said lands shall be of an average quality and value of the lands granted by Congress as aforesaid, to aid in the construction of railroads in Iowa; and the Governor of Iowa shall select, or cause to be selected, the lands hereby granted to the Dubuque, Bellevue, and Mississippi Railway Company, or cause the same to be reserved from lands outside of the six mile limit of said grant, and upon completion of said branch road, as above provided, he shall execute a patent for said lands to said Dubuque, Bellevue, and Mississippi Railway Company."

The lands described from pages 1 to 3, inclusive, hereto annexed, have been selected and set apart for the purposes designated in the aforesaid chapter 73, acts of the Thirteenth General Assembly. And as these selections have been made upon the assumption that the said Tete des Morts branch of the Dubuque & Sioux City Railroad would be eleven miles long, it is made a condition of this certificate, that the aggregate quantity of land selected shall be subject to decrease by future adjustment, should it appear that upon the completion of the aforesaid branch road it is found not to be eleven miles in length.

In testimony whereof, I have hereunto subscribed my name and caused the seal of this office to be affixed at the city of Des Moines, this 17th day of May, A. D. 1870.

[L. S.]

C. C. CARPENTER, *Register.*

TETE DES MORTS BRANCH.

Parts of Section.		Sec.	Town.
n hf	.....	17 88	89
n hf	.....	23 88	89
all	.....	31 88	89
all	.....	3 89	89
all	.....	21 89	89
all	.....	31 89	89
n hf	.....	13 89	89
s hf	.....	5 90	89
all	.....	23 90	89
all	.....	1 93	89
n hf and se qr	.....	19 93	89
ne qr	.....	21 93	89
all	.....	7 94	89
all	.....	89 40	89
all	.....	90 40	89
all	.....	93 40	89
all	.....	94 40	89
all	.....	94 40	89
all	.....	89 41	89
all	.....	90 41	89
all	.....	90 41	89
all	.....	1 93	41
n hf of ne	.....	1 90	42
n hf of nw	.....	1 90	42
all	.....	15 91	42
all	.....	33 91	42
all	.....	19 94	42
all	.....	33 95	42
all	.....	15 90	43
n hf	.....	35 90	43
s hf	.....	13 91	43
320.00 Ida	.....	
320.00 Cherokee	.....	18	90 44
640.00 "	.....	81	90 44
684.80 "	.....	29	91 44
488.96 "	.....		93 44
160.00 "	.....		94 44
605.04 O'Brien	.....		94 44
640.00 "	.....		89 45
640.00 Ida	.....		89 45
640.00 Cherokee	.....		90 45
675.62 "	.....		90 45
636.52 O'Brien	.....		94 45
640.00 "	.....		94 45
637.84 Ida	.....		87 46
654.88 Cherokee	.....	35	88 46
640.00 "	.....	1	92 46
640.00 "	.....	8	92 46
86.84 "	.....	7	92 46
86.86 "	.....	11	93 46
640.00 "	.....	29	93 46
640.00 "	.....	81	94 46
610.12 O'Brien	.....	7	90 47
640.00 "	.....	19	91 47
640.00 Plymouth	.....	9	92 47
320.00 "	.....	37	92 47
330.00 "	.....	13	93 47
640.00 Plymouth	.....	
668.56 "	.....	
640.00 "	.....	
640.00 "	.....	
640.00 Sioux	.....	
640.90 "	.....	
623.02 Woodbury	.....	
640.00 "	.....	
320.00 Plymouth	.....	
640.00 "	.....	
653.20 Sioux	.....	
640.00 "	.....	
84.94 Woodbury	.....	
640.00 "	.....	
469.26 Plymouth	.....	
630.80 "	.....	
625.60 "	.....	
640.00 "	.....	
640.00 "	.....	
622.60 Sioux	.....	
668.60 Plymouth	.....	
656.24 "	.....	
640.00 "	.....	
640.00 "	.....	
640.00 "	.....	

all	81	98 47	649.76	Plymouth	all	27	92 48	640.00	Plymouth
all	11	90 48	640.00	"	e hf.	35	92 48	820.00	"
all	1	91 48	642.08	"	all	35	93 48	640.00	"
n hf of ne qr.....	19	91 48	80.00	"		—	—	—	"
nw qr, and ne qr of sw qr.....	19	91 48	203.43	"	Total.....	..	....	40199.38	
all	35	91 48	640.00	"		..	....

STATE OF IOWA, }
EXECUTIVE DEPARTMENT, September 22, 1870. }

The foregoing certificate and selections are hereby approved.

[L. s.]

ED. WRIGHT, *Secretary of State.*

SAMUEL MERRILL.

No patent has yet issued for any of the tracts embraced in the foregoing list, as we have had no official notification of the completion of said Branch Railroad.

DES MOINES VALLEY RAILROAD.

The lands selected and set apart by the Register of State Land Office under the fourth subdivision of section 1, chapter 57, Acts Twelfth General Assembly, as a guarantee for the completion of the Valley Railroad into Fort Dodge during the year 1870, a list of which was published in the last biennial report of this office, on pages 333 to 338, were, with the exception of those sold to S. H. Taft, patented to the Des Moines Valley Railroad Company, January 3, 1871. The lands purchased by Taft have been paid for in accordance with his contract with the Governor; the money paid into the State Treasury for the benefit of the aforesaid railroad company, and the lands conveyed by patent to said Taft.

No disposition has been made of the lands withheld from patent to the Des Moines Valley Railroad Company, because of their being occupied by persons claiming to be *bona fide* settlers, a list of which was published on page 327 of the report of this office for 1869.

To allay all doubts which may have arisen in regard to the validity of the title to the indemnity lands approved and certified to the State under act of Congress, July 12, 1862, and which the State has patented to the Des Moines Valley Railroad Company.

Congress passed the following act:

An Act confirming the title to certain lands.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That the title to the land certified to the State of Iowa by the Commissioner of the General Land Office of the United States, under an act of Congress, entitled "an Act confirming a land claim in the State of Iowa, and for other purposes," approved, July 12, 1862, in accordance with the adjustment made by the authorized agent of the State of Iowa, and the Commissioner of the General Land Office, on the twenty first day of May, Anno Domini eighteen hundred and sixty six, and approved by the Secretary of the Interior on the twenty-second day of May, Anno Domini, eighteen hundred and sixty-six, and which adjustment was ratified and confirmed by act of the General Assembly of the State of Iowa, approved, March 31, 1868, be, and the same is hereby ratified

and confirmed to the State of Iowa and its grantees, in accordance with said adjustment and said act of the General Assembly of the State of Iowa :

Provided, That nothing in this act shall be so construed as to affect adversely any existing legal rights, or the rights of any party claiming title or the right to acquire title to any part of said lands under the provisions of the so-called home-
stead or pre-empted laws of the United States, or claiming any part thereof as
swamp lands.

Approved, March 8, 1871.

8TH.—THE AGRICULTURAL COLLEGE LANDS.

Since the last biennial report of this office, there have been
patented of the lands donated for the Agricultural College and Farm,
127 acres situate in Story county.

There have been patented of the lands granted by act of Congress
of July 2, 1862, in

Buena Vista county.....	677.84	acres.
Clay county.....	320.00	“
Kossuth county.....	1924.85	“
Sioux county.....	160.00	“
Webster county.....	160.00	“
		<hr/>
Total	3242.69	acres.

Of the lands purchased by Messrs. Gue & Cusey, Agents, and
conveyed to the State for the benefit of the College and Farm, there
have been patented in

Clay county.....	160.00	acres.
Lyon county.....	320.00	“
		<hr/>
Total.....	480.00	acres.

We are unable to give the quantity of lands sold in the last two
years, with price paid for same, as required by section 7, chapter
117, acts Tenth General Assembly, as the Secretary of the Board
of Trustees of the College and Farm has not furnished us with
the data. I presume this information will be furnished by the Board
of Trustees in their biennial report.

AGRICULTURAL COLLEGE LANDS--CONTINUED.

List of lands located by Messrs. Gue and Cusey with Agricultural College scrip of other States, which scrip was purchased by the Board of Trustees of the Iowa Agricultural College, with a portion of the interest money which had accumulated on leases of lands belonging to the Agricultural College Grant. These lands were located in the name of James C. Cusey, who conveyed them to the State of Iowa for the benefit of the Agricultural College.

Parts of Sections.	Acres.	In what county situated.	Parts of Sections.	In what county situated.
all	24 93 36	Buena Vista	all	Lyon
e hf.	26 93 36	"	e hf.	"
s hf.	28 93 36	"	e hf.	"
e hf. and sw qr.	32 93 36	"	e hf.	"
e hf. and nw qr.	34 93 36	"	w hf.	"
all	36 93 36	"	w hf.	"
se qr.	2 99 38	Dickinson	e hf.	"
all	12 99 38	"	all	"
all	24 100 38	"	e hf.	"
e hf.	34 100 38	"	lots 1, 2, 3, and 4, and se of nw, and ne of sw.	"
e hf.	18 90 40	Cherokee	lots 1 and 2.	Stout
all	20 90 40	"	lots 1, 2, and 3	"
e hf.	12 90 41	Ida.	e hf.	Lyon
e hf. and sw qr.	34 90 41	"	all	"
all	36 90 41	"	nw qr.	"
e hf.	30 91 43	Plymouth	all	"
all	12 99 45	Lyon		
all	24 99 45	"		
all	14 100 45	"	Total	15023.18

9TH.—REAL ESTATE BOUGHT IN ON FORECLOSURE OF MORTGAGES GIVEN TO JAMES D. EADS, IN SECURITY FOR FIVE PER CENT FUND.

The following real estate was mortgaged to secure the payment of school fund loaned by Jas. D. Eads, as Superintendent Public Instruction. The mortgages have been foreclosed, the property sold upon execution and bid off by the State, and sheriff's deeds executed for same.

Lots.	Block.	Addition.
5, 6, 7, 8, 13, 14, 15, 16.....	6	Nassau add. to Keokuk.....
1 and 2.....	7“.....“.....
1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 17 and 18.....	8“.....“.....
1, 2, 3, 4, 9, 10 and 12.....	9“.....“.....
5, 6, 7, 8, 15, and 16.....	10“.....“.....
5, 6, 7, 8, 9, 10, 16, 17, and 18.....	11“.....“.....
1, 2, 5, 6, 9, and 10.....	12“.....“.....
1, 2, 3, 4, 5, 8, and 9	13“.....“.....
5 and 6.....	14“.....“.....
all of fractional.....	16“.....“.....
that part of block 18, lying west of a north and south line running through the center of block 21, and produced through said block 18, (6½ acres more or less) ..	18“.....“.....!
w hf (5 acres).....	21“.....“.....
w hf (5 acres).....	22“.....“.....
w hf (5 acres).....	25“.....“.....
e hf (5 acres).....	27“.....“.....
sw qr (2 hf acres more or less).....	28“.....“.....
7, 8, 9, 10, 11, and 12.....	60	partly in Mason's lower add. to Keokuk, and partly in Reid's add. to Keokuk.....
lots 7, 8, and 9, and the rear 70 feet of lots 10, 11, and 12.....	58	Keokuk.....
lots 1, 2, 5, 6, 7, 8, 9, 10, 11, and 12.....	20“.....
Scott's block, or.....	4	W. A. Scott's add. to Des Moines..

One-third of thirty-five acres, described as follows : Commencing at the south-east corner of the south-west quarter of section 1, township 65, range 5, west, thence west on the south line of said quarter section to the south-west corner of said quarter section, thence north on the west line of said quarter section, 11 chains and 42 links to a stone, thence east parallel to the south line of said

quarter section, 30 chains and fifty links to a post, thence south 10 chains and 92 links to a post, thence east parallel to the south line of said quarter section 9 chains and 50 links to a post, thence south 50 links to the place of beginning, situate and lying in the county of Lee and State of Iowa.

Parts of Sections.	Sec.	Town.	Range.	Acres.	In what county situate.
e hf.....	2	87	10	320.52	Buchanan
se qr.....	26	85	17	160.00	Marshall
n w of nw and s hf of nw	20	71	21	120.00	Lucas
w hf of nw, w hf of ne, se of ne, and ne of se..	25	84	23	240.00	Story.....
n hf of sw	26	80	24	80.00	Polk
w hf of se.....	31	71	25	80.00	Clarke
sw qr.....	4	77	25	160.00	Warren
w hf	7	77	25	348.18"
n hf of nw.....	18	77	25	87.57"
sw qr	15	77	25	160.00"
w hf of ne.....	30	77	25	80.00"
e hf of nw and nw of nw.....	10	70	25	120.00	Decatur.....
n hf of sw	3	91	26	80.00	Wright
ne fr qr	3	70	24	138.13	Decatur.....
Total .....	...	...	...	2184.40	

All of which is respectfully submitted.

AARON BROWN,
Register of State Land Office.

FIFTEENTH BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION,
TO THE
GENERAL ASSEMBLY
AT ITS
FOURTEENTH REGULAR SESSION,

HELD AT DES MOINES, JANUARY 8, 1872.

DES MOINES:
G. W. EDWARDS, STATE PRINTER.
1872.

STATE OF IOWA, }
DEPARTMENT OF PUBLIC INSTRUCTION, }
DES MOINES, January 1, 1872. }

HON. ALONZO ABERNETHY,
Superintendent of Public Instruction,

DEAR SIR:—My term of office according to statute expired, December 31st, 1871 ; and as the General Assembly to whom the report of this Department is required to be submitted, will not convene till January 8th, 1872, I hereby present you, as my successor, the report of the Department with the accompanying documents, requesting you to transmit the same to the Fourteenth General Assembly at the opening of its session.

Yours respectfully,

A. S. KISSELL.

STATE OF IOWA, {
DEPARTMENT OF PUBLIC INSTRUCTION, {
DES MOINES, JANUARY 8, 1872. }

To the General Assembly of the State of Iowa:

I have the honor to transmit, herewith, the biennial report of this Department, prepared by my predecessor, the Hon. A. S. Kissell, for the period commencing October 5, 1869, and ending October 4, 1871 ; together with accompanying documents.

Very respectfully,

ALONZO ABERNETHY,
Superintendent of Public Instruction.

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ERRATA.

Below will be found such errors noted as affect only the real meaning intended to be conveyed in the report:—

Page 27, line fifteen, for “ignoring” read “ignominy.”

Page 31, line fourteen, for “\$1,000,000” read “\$100,000.”

Page 40, first paragraph, for “The Constitution &c.” read “The famous ordinance for the organization of the North Western Territory adopted in the same year with the Constitution &c.”

Page 52, first line, for tables “J” and “K” read tables “D” and “E” on pages 261--266.

Page 66, line sixteen, for “compiled” read “complied.”

Page 80, line twenty-three, insert “it” after the word “age” and read “it becomes of.en &c.”

Page 80, after last word, insert a comma for the period.

Page 81, line twenty-three, the word “pupils” should be “pupil's.”

Page 87, line fourteen, for “may” read “many.”

Page 121, line twenty-one, after “It is” insert “a.”

Page 123, after “AGRICULTURAL COLLEGE” place a comma instead of the period

Page 128, after “HOSPITALS FOR THE INSANE,” remove the period.

Page 129, the article “DAVENPORT PUBLIC SCHOOLS” should have been placed after “City Schools”, page 118.

Page 221. The report of Allamakee county was not received at the Department till January 1st, 1872—hence does not appear in its alphabetical order.

FIFTEENTH BIENNIAL REPORT.

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

This report of the Department of Public Instruction is hereby submitted to the Fourteenth General Assembly of Iowa.

In my second report an effort has been made to give a fuller account of all the educational Institutions in the State than heretofore presented to the Legislature.

Many of the facts contained in the following pages, show that there is much to encourage and stimulate a people who are endeavoring, we believe, to lay the foundations of the Commonwealth upon the sure basis of virtue and intelligence.

While the school system of this State has elements of real merit, yet great improvement can still be made in many of its features. A long experience in the work, and a comparison of our system, with that of other States and countries induced the recommendations herein submitted for your careful consideration.

Some of the discussions presented in the report, are purely of a professional character. Believing that many statesmen, as well as educators, are studying the educational problems of the day, with reference to a solution of these questions, that immediately bear upon the final success of the free institutions of this Government, we thought

that these discussions might be valued by the people as well, hence deemed it proper to insert them here.

The statistical tables are not as accurate as they should be. In corresponding with other States, it is found that most of them have a similar experience in securing unsatisfactory reports from subordinate officers. Those States furnish the most trustworthy reports where the law requires a uniform system of records and blanks, under the control of the State and County Superintendents. This fact justifies the recommendation of an amendment to the school laws, which was unanimously approved by the school committees of both branches of the Thirteenth General Assembly, viz :

“ Each County Superintendent shall furnish himself, teachers, secretaries, and treasurers, all necessary blanks and blank books, required for the schools of the county, except blanks for teachers' certificates, and for secretaries and County Superintendents' report to the State, and such blanks and blank books shall be furnished at the cost of publication; and that uniformity of accounts and reports may be secured throughout the State, County Superintendents shall furnish no other blanks nor blank books than such as conform to forms authorized by the Superintendent of Public Instruction, but the latter officer shall not copy right such forms, nor receive any compensation whatever for the same. These blanks and blank books shall be paid for out of the county treasury.”

STATISTICS.

Number of district townships in 1870.....	1,176
Number of district townships in 1871.....	1,260
Increase.....	84
Number of independent districts in 1870.....	334
Number of independent districts in 1871.....	344
Increase.....	10
Number of sub-districts in 1870.....	6,986
Number of sub-districts in 1871.....	7,716
Increase.....	730

Number of persons between the ages of 5 and 21 years in 1870, males, 222,502 ; females, 208,632; total.....	431,134
Number of persons between the ages of 5 and 21 years, 1871, males, 236,940 ; females, 223,689 ; total.....	460,629
Increase.....	29,495
Number of schools in 1870.....	6,919
Number of schools in 1871.....	7,823
Increase.....	904
Number of graded school in 1870.....	213
Number of graded schools in 1871.....	289
Increase.....	76
Number of pupils attending school in 1870.....	320,803
Number of pupiis attending school in 1871.....	341,938
Increase	21,135
Average number of pupils attending school in 1870..	202,246
Average number of pupils attending school in 1871..	211,568
Increase	9,322
Number of teachers employed in 1870: males, 4,909; females, 7,806; total.....	12,715
Number of teachers employed in 1871: males, 5,483; females, 8,587; total.....	14,070
Increase.....	1,355
Average compensation of male teachers per week in 1870.....\$	8.90
Average compensation of male teachers per week in 1871..... \$	9.00
Increase.....	.10
Average compensation of female teachers per week in 1870.....\$	6.70

Average compensation of female teachers per week in 1871.....	\$ 6.95
Increase.....	.25
Number of days schools were taught in 1870: summer, 326,038; winter, 338,175; total.....	664,213
Number of days schools were taught in 1871: summer, 335,654; winter, 404,558; total.....	740,212
Increase.....	75,999
Average number of months of school in 1870.....	6.2
Average number of months of school in 1871.....	6.5
Increase.....	.3
Average cost of tuition per week for each pupil in 1870, winter, \$0.36; summer, \$0.30; average.....	\$ 0.33
Average cost of tuition per week for each pupil in 1871, winter, \$0.40 ; summer, \$0.35; average.....	\$ 0.38
Increase.....	\$ 0.05
Aggregate amount paid teachers in 1870.....	\$ 1,636,951.18
Aggregate amount paid teachers in 1871.....	\$ 1,900,893.54
Increase.....	\$ 263,942.36
Balance of teachers' fund in hands of district treasurer in 1870.....	\$ 283,041.90
Balance of teachers' fund in hands of district treasurer in 1871.....	\$ 439,222.60
Increase	\$ 156,180.70
Number of school-houses in 1870, brick, 550; stone, 234; frame, 5,748; log, 356; total.....	6888
Number of school-houses in 1871, brick, 600; stone, 247; frame, 6,469; log, 282; total.....	7,594
Increase.....	706
Value of school-houses in 1870.....	\$6,091,775.97

Value of school-houses in 1871.....	\$6,764,551.28
Increase.....	672,775.31
Amount of district tax for building school-houses and purchasing grounds in 1870.....	1,019,842.19
Amount of district tax for building school-houses and purchasing grounds in 1871.....	914,297.05
Decrease.....	105,545.14
Amount of district tax for library and apparatus in 1870.....	18,562.74
Amount of district tax for library and apparatus in 1871.....	21,319.66
Increase.....	2,756.92
Amount of district tax for rent of school-houses in 1870	11,865.47
Amount of district tax for rent of school-houses in 1871.....	13,757.58
Increase.....	1,892.11
Amount of district tax for repairing and furnishing school-houses in 1870.....	139,713.29
Amount of district tax for repairing and furnishing school-house in 1871.....	182,619.17
Increase.....	42,905.88
Amount of district tax for fuel in 1870.....	171,890.52
Amount of district tax for fuel in 1871.....	176,317.76
Increase.....	4,427.24
Amount of district tax for compensation of secretary and treasurer in 1870.....	54,595.54
Amount of district tax for compensation of secretary and treasurer in 1871.....	59,986.39
Increase.....	5,390.85
Amount of district tax for teachers' fund in 1870.....	1,055,781.01

Amount of district tax for teachers' fund in 1871.....	\$ 1,258,920.50
Increase.....	203,139.49
Amount of apportionment of county tax, and income of permanent school fund in 1870.....	436,448.48
Amount of apportionment of county tax, and income of permanent school fund in 1871.....	479,534.27
Increase.....	43,085.79
Amount of apportionment of temporary school fund in 1870.....	65,003.45
Amount of apportionment of temporary school fund in 1871.....	83,207.34
Increase.....	18,203.89
Number of volumes in school-district libraries in 1870	12399
Number of volumes in school-district libraries in 1871	11482
Decrease.....	917
Value of school apparatus in 1870.....	99,857.8
Value of school apparatus in 1871.....	104,359.43
Increase.....	4,501.62

NORMAL SCHOOLS.

The subject of Normal Schools deserves special attention from the legislators and school authorities in the State. The time has evidently gone by when intelligent parents are willing to entrust the education of their children to the novices and quacks with which the profession is everywhere crowded. If parents are not sufficiently intelligent to perceive the lasting damage resulting to their children from the crude methods of ignorant and incompetent teachers, the State, at least, is supposed to be informed on this point, and is in duty bound to exert its resources to the utmost that the evil be removed. The intellectual and moral training of the youth of the land is a public trust, guarded with constitutional sanctions, and lying nearest the great heart of our republican institutions. The strength and permanency of a popular government are vested in the intelligence and refinement of the people, and therefore our common schools are the hope of the nation. Now, if these are neglected, or through defective supervision are suffered to fall into incompetent hands, the State thereby commits the two-fold error of squandering the public funds, and what is infinitely worse, of allowing meantime her occasions for strengthening the very foundations of government to go by unimproved. It is asserted that 94 per cent. of the 200,000 teachers in the United States have entered the school-room without any professional training for the work ; and 40 per cent. of them without any design whatever of making it a profession. Certainly the public weal is largely bound up in the issues and responsibilities of the educational work, and there is as much call for vigilance, and public patronage, and judicious legislation with reference to the school teacher's profession, as there is with reference to the office of magistrate, or judge, or any civil interest whatever.

To some extent the profession is guarded by the legal restraints thrown around it through the office of the County Superintendent. A tolerable degree of literary qualification is in this way made indispensable in the applicant, and he must give evidence of possessing a good moral character before he can receive authority to teach in the public schools, and receive his salary from the public fund. But literary qualifications and a good moral character by no means imply a capacity to teach. Sometimes it is urged that ability to manage a school and facility in imparting instruction, are so far natural and constitutional endowments of the individual, that the absence of them cannot be supplied by any amount of artificial training and preparation for the work. This objection is sometimes urged in such a way as would make the teacher's vocation an exception among all the learned and useful professions, which are ordinarily pursued by men in civilized communities; or, more properly, it would exclude it from the list of professions altogether. The very idea of a profession carries with it the notion of an acquired art, although in the acquisition of it there may be a greater or less degree of natural aptitude displayed. But if the power to govern a school, and the capacity to communicate instruction, are purely natural gifts, and in no sense to be acquired, then, indeed, is the teacher's vocation the most uncertain and unstable of all pursuits. Those thus endowed may not, in any considerable number enter the school-room; and as it is only after some experience in the business that the teacher can be certain of his capacity, he will be wanting beforehand in one of the strongest motives impelling him to this line of effort—a consciousness that he possesses the gifts requisite to success. Must he apply himself to so responsible a task in the spirit of a mere experimenter, and the children in the meantime be subject to the irreparable damage his blundering efforts may inflict? Allowing that these peculiar gifts cannot be acquired, still a process of experiment will be necessary to determine their presence, and would it not be infinitely better that the work of developing the native talent go on in a Normal School, than that it be prosecuted at the expense of unsuspecting and unprotected childhood? Perhaps it is because the primary and district schools of this country are so largely given over to ignorant charlatanism on the one hand, and the probationary blundering of novices on the

other, that the statement has gone out upon the endorsement of the Bureau of Education, that, "poor schools and poor teachers are in a majority throughout the country," and that, "multitudes of schools are so poor that it would be as well for the country if they were closed." It is important, however, to grant that an aptness to teach, and an ability to govern are very largely the inheritance of nature, and that the want of them makes many a teacher otherwise adequately furnished an incubus to his profession. It is true, too, that the absence of these faculties cannot be supplied by the most efficient and rigid Normal instruction that can be devised. But the fact is that the majority of men and women inclining to this work, are possessed of these faculties in greater or less degrees. It is here, as in all other professions, those entering the school-room bring with them every shade and variety of adaptation to their work, from perfect mastery down through all the grades of mediocrity and indifference, to the boundary line of absolute and complete unfitness for the calling. It is the office of Normal training to develop, strengthen, and stimulate whatever latent talent the individual may have in these directions and not to impart to him faculties he does not possess.

But we have failed fully to comprehend the office of professional training for the teacher, until the subject of *method* has been taken into the account. Teaching is an art, and as such has been undergoing progressive improvement through many ages of research and discovery. It has assumed new shapes, invented new facilities, and adopted successively a great variety of methods by which the young mind may be aroused to action, and all the spiritual faculties may be put in the way of an orderly and healthful development. As the human mind has been more and more profoundly studied, and its laws and capabilities, its social and material relations have been drawn out, the methods of imparting instruction and the whole art of school organization and management have undergone changes corresponding to these new directions of thought. Theory and practice have thus mutually kept pace with each other. It is pre-eminently the province of the Normal School to drill in method, and enforce the underlying principles which commend recent and improved methods to the acceptance of its pupils. Indeed, as a plan for professional training, the instruction should be exclusively special, at least, as nearly so as

the circumstances will allow. The general education should have been secured by the applicant before he subjects himself to a course of Normal instruction. He comes to make search under the direction of competent trainers and instructors, into the experience of the past, and puts himself down to a regimen of practice and criticism, in model schools and elsewhere, upon such methods of instruction and school government as shall best meet the wants, capabilities, and unfolding stages of the human mind.

Of course the Normal School, as a professional school, will itself be subject to progressive growth and advancement, and its methods, therefore, will never be held as final. In this respect it could not claim to be an exception to the general rule regulating all schools of a professional character, as, for example, those of law, theology, and medicine. Its results are proximate. The great tutorial art, like every other branch of human thought and effort, has its special epochs of awakened activity and progress, and these pour together their invaluable legacies of wisdom and experience into the bosom of the present. It is impossible for the novice to be inspired with any enthusiasm for his profession unless he can enter practically and appreciatively into the labors of the great educators of the past and present, and acquire in this way a conception of the magnitude and grandeur of his work. This the Normal School aims to accomplish. It would inspire the pupil with a love of his art by illustrating the phases of development through which it has passed, and incorporating the principles that have been attained in such methods of school management and instruction, as may have the aggregate consent and endorsement of the best educators of the age.

But neither for the school nor for the pupil would there be any benefit in an enforced routine of certain fixed methods in the school-room. The Normal School is not a machine to turn out machines upon the public schools of the land. Again we urge that professional training is serviceable in demonstrating whether the pupil is "cut out" as we say for the business, and having made that plain, in supplying him with a general ideal of the plan and order of his work. It would make him as has been aptly said an artist and not an artisan. In this respect again, we cannot discriminate disparagingly between this and other schools of a professional character. Special

training may degenerate anywhere and everywhere into mechanical routine, but this liability besetting all departments of human effort and enterprise, cannot be made a valid objection to the system and methods adopted in any of them. In every particular case—excepting, of course, when an actual and manifest incapacity is developed—the young man or woman submitting to a thorough Normal drill, gains in a brief time what the experience of years would fail to supply, and is enabled in this way to bring to the schools of the country a fund of skill and resource which otherwise the country would not have. It can be asserted with confidence that such results are always more than an equivalent for the money expended, both by the student and the State, and the time, and toil, and sacrifice attending these preparatory years. It is returned as a moral force in our public school system immeasurably more powerful, and far-reaching and enriching to the life of the nation, than can be contributed from any other agency immediately within the embrace of the State. The teacher enters the school-room already a practiced hand in the detail of management, and with lofty and just conceptions of the dignity and worth of his profession, and it is inevitable that the air of confidence he exhibits, and the calm devotion he manifests, in the work he loves, will be caught by the children, and the schools will gain an advantage in this way which money cannot purchase.

Very fine in theory, it will be said, but quite impossible to realize in practice. It must be confessed there are some facts that wear a discouraging aspect, when viewed with reference to the practicability of securing any uniformly elevated standard of professional excellence for the great mass of teachers in this country. They present obstructions to some extent general, but more largely local, in their nature. Thus, it is a fact, that the schools in our rural districts are for the most part kept up during only a limited portion of the year, chiefly through the winter months, and if there be at all material enough to justify a summer school, it must of necessity be of so low a grade, both as to character and wages, as neither to retain nor invite any high order of teaching talent. If a competent teacher has been employed during the winter, he will not feel justified in continuing during the summer months, and thus a considerable portion of the year must be given up to other pursuits, and his professional career be so

far interrupted. Under these circumstances he must of necessity be a man of limited means, and whatever impulse he may have to prosecute Normal training during his leisure months, he will feel himself pecuniarily unable to do it. Possibly the Normal School is at a distance from his locality, and his limited income will not even defray his expense of travel, to say nothing of his living while there. The year is thus almost equally distributed between manual toil and professional labor. A young man or a young woman starting out in the first flush of youthful enthusiasm, may hope to overcome these difficulties, and rise in due time to a more ample and more unobstructed theater for the exercise of professional zeal, such, for example, as the schools of the cities and larger towns afford ; but the figures show that in our State, at least, about one-half the teachers go out of the business after battling a year or more with the disadvantages of their work.

It is true a very small proportion of these have had the benefit of Normal training, or, indeed, of any kind of preparation for the office of teaching ; but the fact is given as presenting a very formidable obstruction in the way of the teacher's vocation becoming in any very general sense a recognized and stable profession. In the same proportion, it is held, must all sanguine hopes respecting the office of the Normal School, and the widening of its function, in our public school system, be doomed to continued disappointment. The schools of our rural districts, and the underpaid primary departments of our graded schools, constitute by far the larger portion of our school system, and the teachers in these grades have no inducement before entering their schools for submitting to years of preparatory toil and expense, and when in the work, are not so situated as to be able to occupy their intervals of leisure in this way. The necessities of the district and their own circumstances conspire to induce them to resort to teaching as a temporary expedient, and to throw it down, of course, when it has contributed what it could to their advancement in other directions.

From this line of thought an appeal is made to the very narrow and forced range of Normal instruction all over the country. If the demand for professional training is in proportion to the supply, then how meagre and almost ideal that demand must be. For example,

it is estimated that, if the State of Illinois would meet its necessities in this direction—provided those necessities exist—reckoning that each school will send out 250 pupils a year, it would require 24 such schools to supply the trained teaching force of the State. It has but 5. Michigan would require 12; it has but one. Pennsylvania would require 20; it has but 6. Massachusetts would require 10; it has but 6. Saying nothing of the utter impracticability of supporting at public expense such a number of schools of this kind, it is urged that those already existing are very sparsely and irregularly attended. For example, our own Normal Department from the date of its re-organization, five years ago, reports 102 graduates, and enrolls on an average 100 a year. The Normal University of Illinois reports 99 graduates in the course of thirteen years, though its annual enrollment is about 400 pupils. Running over the entire list of Normal Schools in the United States, we can find no considerable disparity either in their annual enrollments, or the whole number of their graduates. Except in two or three favored localities, their attendance and progress would seem to be about the same. The annual report to this office reveals the startling fact that out of 12,575 teachers employed in the schools of the State for the year ending October 1870, only 754 have attended Normal Schools, leaving almost an even 12,000 who know nothing of this kind of instruction, except possibly such brief and imperfect drill as they could get at the annual County Institute.

From these facts it is argued that the teacher's vocation, so far as it pertains to the public schools, cannot soon be elevated to the rank and dignity of a profession; and that, therefore, it is untimely and unwise to urge the enlargement of the school system in the direction of professional training for the work. We have given the objection the benefit of a full and strong statement that it may be manifest, in the suggestions we are about to make, that we do not importune our legislative authorities to take immediate action toward the establishment of Normal Schools, in ignorance of, or at the expense of, these unfavorable facts. We do not hesitate one moment in declaring that the one great need of our State is Normal Schools. Precisely the facts that are appealed to as discountenancing their establishment we would bring forth as crying witnesses for their immediate necessity. If the teacher's vocation is not a profession it ought

to be, and I can conceive of nothing so disastrous to the well-being of our country, and ultimately so destructive to the whole scheme of popular education itself, as to deliberately and finally surrender it to the make-shift policy which now prevails. We plead that it shall not be. Here in the school-room we must see sooner or later is the palladium of our natural hopes, and we cannot afford to trust the shaping of our children's minds and characters to the hands of unskilled and untrained workmen. The forfeit is too dear both for themselves and their country. The loss is irreparable. If we could see things as we ought, we should no doubt discover the strongest central pillar of the mighty structure of our free government resting directly on our common school system as its pedestal ; and who shall say into what ruin the massive dome itself will tumble, if this its supporting column slides from its treacherous foundation.

We cannot be too frequently and earnestly reminded that the State has no more sacred trust, no more tender charge, no more vital interest than the public school system, which promises the advantages of education to the poorest of her citizens, and secures thus the nation's enduring safe guards in the virtue and intelligence of her people. Having such a charge, she can have no other ideal, no lower standard in the management of it, than to supply the school-houses of the country with a class of teachers that have been properly prepared for their work. Can she aim at anything less than this ? Would it not be an indifference in the highest degree reprehensible to give over to the caprices and accidents of a hap-hazard struggle for existence, a branch of public labor which calls into occupation 200,000 men and women of our country, and which builds, if it build at all, in the very citadel of the Republic. The fact cannot be disguised—and perhaps at the stage of our national history is specially ominous of evil—that there is a disposition everywhere to exalt unduly the material interests of our country, and sink to a point correspondingly low in the scale, those less obtrusive claims which involve the social and intellectual elevation of the people. Money and mind seem to occupy exactly the reverse order in the public esteem that their respective values would indicate. The Commissioner of Education makes the significant suggestion, “ If any one will examine the publications of the general government, he will be surprised to find

the multiplicity of documents, each more or less directly aiding every other profession, and to observe how few have ever been issued at all specially adapted to improve the methods of teaching, or the qualifications of teachers." This tardy and half-hearted recognition of the teacher's profession on the part of the General Government, which is only an index of the like attitude which the States respectively assume towards it, is, to say the least, exceedingly unfortunate at this juncture of our history. The doctrine of impartial suffrage, now an established canon in our political creed, thrusts upon the American people the problem of popular education as paramount in importance to every other. Already it has been proposed by one of the leading statesmen of our country as an issue sufficiently weighty, amid the thronging developments of our times, to supply occasion for a "new departure" to one of the great political parties of the land. It is a maxim with the Prussians that, "Whatever you would have appear in the life of a nation you must put into its schools," and this, it has been suggested, should be taken in connection with the other maxim everywhere accepted, that "The master makes the school." Under the hand of the skillful, patient, intelligent teacher, our nation is reduced to homogeneity in the school-room. The ignorant, almost savage masses pouring into our country from all climes and peoples under the sun, with families prolific in numbers, and equally so in habits of barbarism and vice, among whom the Pagan populations that swarm upon our Pacific border, are especially problematical—to which we must add the four millions of emancipated blacks—all of whom, in accordance with the provisions of organic law, are to become equal partners with us in the government we prize—how shall they be prepared for the responsibilities and duties of their new relations? The liberties of the country must be imperiled if these ignorant masses, in the exercise of suffrage, control the government to such sordid and sensual ends as unprincipled demagogues may direct. Without intelligence, without character, they are capable of being bought and sold, and made the material of the meanest political dickering at the polls. The patriot, educator, and statesman must tremble for our future, and cherish only the most fearful forebodings for the fortunes of our republican institutions, if they are

be at the disposal of the unreasoning army of illiterates that is yearly recruiting in our borders.

Now to the common school, more than to any other agency, is committed the molding and shaping of this discrepant material through the children and youth of the rising generation. It is the way in which the paternal and plastic hand of the government is extended to the homes of its ignorant subjects, gently and imperceptibly fashioning them to citizenship, and bringing them into harmony with our free institutions. But what if the teacher's profession is degraded, socially and pecuniarily, to the condition of a mere make-shift occupation. What if the complaint of Dr. Channing, made upwards of thirty years ago, will still admit of a qualified reiteration: "Without good teaching a school is but a name. An institution for training men to train the young would be a fountain of living water, sending forth streams to refresh present and future ages. As yet our legislators have denied to the poor and laboring classes *this principal means of their elevation.*" Since his day, Normal instruction has become a recognized department in our public school system, and through the enterprise of energetic and far-seeing educationists, has received a limited share of public patronage and support; but, we conceive, by no means in proportion to the importance and urgency of its claim. Our Normal Department of the Iowa State University, straining itself to the utmost of its limited means and resources, can at farthest send out no more than fifty or a hundred teachers of the six thousand that must annually commence the work in this State. This number it may *send out* every year; it cannot, on account of the urgency of the demand, retain a tithe of this number for the complete and thorough prosecution of its Normal course. Aside from this, there is no provision for the professional training of the teacher by the State. The County Institute serves a very important but restricted use in this direction, and something is due to private schools and academies, in which the laws of the human mind and methods of instruction receive such incidental attention as the circumstances will permit. But for special professional training, these are very uncertain and irresponsible agencies. Whatever may be the volunteer activity of educators, through these instrumentalities and the benefit thus resulting to the profession, the State can-

not rely on them, since they do not represent an integral portion of the public school system. That much excellent teaching talent has been developed by private schools and academies, and Teachers' Associations, and Normal Schools undertaken as individual enterprises throughout the State, and for that matter by the unnumbered invisible educators which our peculiar institutions and the spirit of general self-culture have installed in every household ; yet, it would be a stupid policy on the part of the State, to make an assignment of its responsibilities in this direction to such irresponsible parties. An assignment in any event denotes insolvency, and where is the dignity and glory of our Republic when it can be said that on the subject of popular education she has drifted away into a condition of bankruptcy and shame. With such a policy, no matter how many eminent educators should spring up "wild," so to speak, upon her territory, the public ignoring would not be thereby in the least abated. What credit was it to the Roman Commonwealth, that having committed the business of teaching the children exclusively to the slave, there should spring up such men as Epictetus and others to dignify and adorn the ranks of the *pædagogæ*. Convinced, then, that the State cannot and will not neglect this branch of the public school work, what plan for increased facilities in Normal training do we propose ?

1. It would be altogether impracticable at present, or at any future time, to so increase these Schools in number and so endow and equip them, that they shall receive to a pedagogical apprenticeship the whole 12000 and increasing thousands of teachers which our school system requires. Taking as a basis the estimates made by S. H. White, Esq., Principal of the County Normal School, Peoria, Ill., our State with its population would require not less than 12 such institutions to meet its necessities ; and these, at an annual expense for each of \$15,000, would entail upon the State an outlay every year of \$180,000 for this branch of the school system alone. A bare statement of the immense sums necessary to sustain such Institutions, as they are now organized, is admonition enough that no such plan can be realized.

2. As already observed, the district schools and lower departments of our graded system call into requisition the greater portion

of the teaching force of the State. The great majority of the children where the advantages of the graded system are accessible, stop short of the high school and complete their education in the primary and intermediate departments. The immense school interest, moreover, of the rural districts, which is so organized as to supply a school-house at a convenient distance for every farmer's child throughout the 100 counties that constitute the State, claims our special attention as furnishing for the most part, all the education that the great body of our people ever secure. These schools of elementary instruction are the colleges for the people, and in them the nineteen-twentieths of all the teachers of the State are employed. The studies pursued in these schools embrace little more than the branches required by law to be taught, and the preparation of the teacher therefore should have special reference to the management of schools of this grade, and imparting instruction in the elementary branches.

3. It is deemed feasible, therefore, to inaugurate a system of graded Normal Schools. The subject has been broached by the National Teachers' Association of 1870, and is a scheme upon which there is pretty general unanimity among all the leading educators of the land. Two very strong papers urging the necessity, and detailing the advantages of such a plan were submitted at the National Teachers' Association, and were deemed so timely and suggestive with reference to this most pressing problem, that the Commissioner of Education has incorporated them entire in his report for 1870. So thoroughly has the subject been canvassed in these two papers, and the advantages and practicability of the plan so clearly and judiciously set forth, that I cannot do better than commend the careful reading of them to all those who are in any way interested in the movement. Meantime it is proper in this connection to state briefly the considerations favoring the plan.

First, then, if the plan were consummated, all the Normal Schools that would be established in the State, with the exception of some central Normal School, would possess the character and curriculum of primary Normal Schools. These would be preparatory and tributary to the Central Normal School, the grade of the latter answering to the higher department of our graded school system, and preparing

teachers more expressly for these ; whereas the organization and course of studies in the former would prepare teachers for the mixed schools of our rural districts and the lower departments of our graded school system.

Second. As these primary Normal Schools are intended to meet the want of the great mass of the teaching force in the State, they will be so placed and so organized that the poorest district school teacher in the country will have no difficulty in getting to them. The design is to bring the advantages of professional training within easy reach of every teacher in the State, and so accommodate him as to the distance he will have to go, and the time he will be obliged to remain, that a large average of those entering the business will get the benefit of more or less Normal drill. The building and grounds should be provided by the community in which the school is located, and the matter of location could be safely entrusted to the competitive bids of different towns and cities within the State. The matter of deciding between these claims might be put into the hands of the Census Board, or some suitable committee appointed by the Legislature, and the award made, with reference to certain minimum appropriations determined by the same body. Thus far there need be no expense to the State in establishing these schools. The citizens of Iowa Falls, Hardin County, are making efforts to secure the location of one of these State Normal Schools. They guarantee a donation of \$50,000 in cash, and ten acres of land, within the city corporation, and building material valued at \$25,000, making a grand total of \$75,000. This evinces a spirit of enterprise that is very commendable and should certainly awaken an interest among legislators, showing clearly that the people are demanding Normal Schools for the preparation of teachers.

Third. The aim should be to have these schools as sparingly academic as possible in the character of the instruction they impart, and the curriculum almost wholly confined to methods of instruction in the ordinary branches of a common school education. This will render it possible to classify the students in attendance, whatever may be their numbers, in a few uniform grades, and enable three or four skillful men and women to take the entire charge of the instruction and training in their hands. The management of these Institutions will

fall readily under the supervision of a few well-selected teachers, because, as it is a regime of training through which the students are severally passing, it will even be a part of the routine to enlist in exercises of instruction the more advanced talent that the system may develop. Estimating an annual salary of \$6,000 for the professors engaged permanently in this work, the State need not be at a greater expense than about \$36,000 per annum for the teaching force employed in these Institutions. If additional force should be needed, there are various ways in which it might be secured without expense to the State. For example, in the lease or sale of such portions of the land falling to these Institutions, as may not be required in connection with the grounds, and an endowment fund thereby resulting, or a small tuition fee might be charged each pupil. Perhaps, it will be found that both these prudential measures may be adopted beforehand with decided advantages to the enterprise in the way of economy. The buildings should be plain and convenient, but amply provided with such modern appliances and facilities as will enable the instructors, in the detail of management and method, to illustrate the ideal school they would have their pupils aim to realize. It may not be amiss, in this connection, to urge that the one thing that can be the least of all spared in an Institution of this kind, is an ample library of pedagogical literature and text-books, and books of reference, to which the student may resort for information and suggestion in the theory and practice of his art.

I need not enlarge on the subordinate features of this plan. The manner in which the system may be best organized in detail, the means that must be adopted for its support, the precise capacity and limits it must have, are subjects which will readily take shape under the investigations and discussions of legislators experienced in these matters, and having the interest of our school system at heart. I have aimed simply to demonstrate the necessity and practicability of a scheme of graded Normal Schools, and to remove what is likely to be considered the most formidable barrier in the way of their establishment—the item of expense.

So urgent and pressing is the demand for Normal training at this time, that I cannot see how action can be longer postponed on the subject, without irreparable damage to the school interests of the

State. The plan I suggest will perhaps appear to many as too modest and unpretending in its character, and as a scheme to take hold too tenderly of a work of unmanageable magnitude. With reference to this, it will suffice to say that the largest wisdom the world ever displays, in times when it is manifestly and indisputably wise, is when it consents deliberately and heartily to do what it can. It is simply recommended that a beginning be now made toward the ultimate establishment of a system of primary Normal Schools which shall be conveniently distributed over the State. Massachusetts, with an area of less than one-seventh the number of square miles that Iowa possesses, with only about 300,000 more of a population, with a railroad interest considerably less, with agricultural, mineral resources vastly more limited, a State debt of upwards of \$30,000,000, whereas Iowa has no State debt and nearly \$1,000,000 in the treasury—Massachusetts, thus unfavorably comparing with Iowa in many respects, has six Normal Institutions, sustained at a total annual expense of about \$60,000. It is not insisted that Iowa shall embark so extensively in this work, at the present time, but simply that a beginning be made toward the ultimate realization, in this direction, of something progressively tending to supply the growing need of the profession.

COUNTY SUPERINTENDENTS' CONVENTIONS.

Since the last report, three meetings of the county superintendents have been convened in different parts of the State; one at Des Moines, one at Manchester, and one at Red Oak Junction. These meetings were all largely attended except the one at Des Moines, which would have been the largest, but for a severe snow storm that blockaded the roads, so that only about one-third of the county superintendents were present. These gatherings of the county and other school officers, with many others interested in the progress of schools, gave decided evidence of the wisdom of the law empowering the Superintendent of Public Instruction to appoint conventions of this character. The discussions on the school law familiarized the officers with the school statutes, while debates on teachers' examinations and conferences about school visitations resulted in harmonizing the views of county and district officers, and have caused

the school system to be more efficiently carried out. The annual progress made by secretaries and county superintendents in furnishing this Department with more accurate reports, is one of the many indications that these meetings have accomplished what is intended by the law. It is acknowledged that supervision is necessary in all organizations, and to make it a success it is indispensable that the leaders counsel together and harmonize their work. In military organizations such a unifying power is recognized, and hence their solid ranks, frequent drills, and skillful strategies present a power that keeps opposing forces in restraint. If only the friends of schools appreciated this truth to the full, the opponents would more frequently be held in check, or dispersed and totally routed. Another encouraging fact of these conventions is that the county supervisors, and thus the people, acknowledge their benefit. Nearly every board allowed the expenses of its county superintendent to attend these meetings, and, in many cases, paid the expenses of this officer while attending the State Teachers' Association. This enterprising spirit among the people shows that they favor school supervision. Should this liberal spirit be cherished, it will not be long till the importance of the office of school superintendency will be felt not only in every county, but in every school district in the State. In this way the rank and file will be thoroughly organized and equipped, and they will select leaders whose recognized skill and efficiency will inspire a confidence that will become a power for disseminating universal intelligence throughout the State.

STATE TEACHERS' ASSOCIATION.

This body has been in existence for nearly sixteen years. Its membership has always been, and is now composed of most of the representative educators from the public schools, academies, colleges, and University in the State. It has been my privilege to attend twelve of the fifteen meetings held since its organization, and it is a gratifying fact for professional education that many of the features most highly prized in the Iowa school laws were enacted at the suggestion and through the influence of this Association. At its last session held at Council Bluffs, the educators representing the public

schools, academies, colleges, and the University evinced a magnanimity toward each other that was very hopeful. Their views coincided in regard to co-operating so as to have each department do its legitimate work without interfering with the other. The public school and academy men were willing to so arrange their courses of studies as to correspond with the curricula of colleges and the university, and those representing the latter institutions expressed a willingness to conform to the wishes of the former. From this resulted the unanimous adoption of the High School courses of studies presented in another part of this report. Should the last meeting be an index of the future unanimity that shall be manifested by the educationists of the State, it would be difficult to foretell the good which may result from such a wisely united effort. The friends of the cause are doubtless learning lessons of wisdom from the follies of older states, and see that much of their expense and time may be economized, if the different schools of the State can be so harmonized that each shall do only the work legitimately belonging to it. It is just through such voluntary associations as this that this end may be accomplished. If the liberal teachers of the State will lay aside all personal ambitions and narrow views of school systems, and come up punctually to every annual meeting to labor for this grand result, this Association may gain for itself even worthier laurels than it has won in the past.

THE TOWNSHIP SYSTEM.

In this system every township becomes a school district, and all sub-district boundaries are abandoned; and if this plan were carried into effect in this State, it would allow no other school divisions than those of the independent and township districts.

The most experienced educators of the country have advocated this system. Among these are such men as Horace Mann, late United States Commissioner Barnard, ex-Governor Boutwell, Dr. Newton Bateman, of Illinois, Dr. Gregory, late State Superintendent of Michigan, and the county and state superintendents of one-third of the states of the Union. The arguments advanced by many of these experienced school-men are unanswerable. Massachusetts and Pennsylvania have tested the system practically for several years; it

is pronounced by these states a success; and this successful experiment of three or four years should have greater weight with us of this young, growing Commonwealth than any theoretical argument that could be advanced.

The following are some of the most important advantages that are claimed will result from a township system :

1. It would secure just as many schools as the necessities of the community demand, each being an integral part of one central organization, and, at the same time, meeting the wants of the particular locality in which it is placed.

2. It would dispense with a large number of school officers.

3. It would allow school directors a compensation for services rendered, as their number would be greatly reduced.

4. It would establish a uniform rate of taxation.

5. It would furnish more uniform and equal advantages and privileges to every citizen.

6. It would simplify the school laws, and thus awaken a more general interest among the people in behalf of the system.

7. It would allow the child to attend school where his own interests would be best subserved, with no restraint save what the general interest might require.

8. It would prevent strife about district lines.

9. It would diminish the aggregate expenditure for schools.

10. It would secure a more efficient system of school inspection and supervision.

11. It would secure permanency of supervision.

12. It would secure greater permanency of teachers.

13. It would secure a better class of teachers.

14. It would secure better compensation to competent teachers, and less employment for incompetent ones.

15. It will secure better school-houses, and keep them in better repair.

16. It will enable the townships to establish graded schools.

17. It will secure a uniformity of text-books in each county.

18. It will result in more uniform methods of teaching, hence greater progress will be made by the pupils.

19. It will secure to the State Department more reliable statistics.

20. It will tend to diminish neighborhood quarrels, hence lessen the expense and other evils of litigation.

21. It would insure the employment of fewer nephews, nieces, and sisters-in-law, and prevent nepotism generally.

22. It would insure a larger aggregate of interest on the part of the community in each school.

23. It would render possible competitive examinations, and thus stimulate pupils to accuracy in their studies, and the greatest efficiency in applying the skill and knowledge they may have acquired.

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

This subject has been so often and exhaustively treated in school journals and other public documents, that its introduction here would seem ill-timed and superfluous, but for the fact that the popular interest has been kept alive to its consideration by the still unsettled controversy concerning the lawful limits of a system of state education in this direction. The discussion having advanced beyond the earlier and confused stages in which for a time it lingered, we are now in a situation, I think, to define with confidence the high function of the public school with reference to that department of its labor, which aims more particularly at results of character in the pupil.

Without doubt a system of education making no provision at all for the moral training of the children, would find no advocate anywhere in the country. There is no point on which all parties are more uniformly agreed, than that all methods of instruction in our schools should be so ordered as to conduce mainly to the formation and maintenance of a virtuous, noble, conscientious character in the pupil. The training and sharpening of the intellect, the accumulation of stores of knowledge, in whatever quantities, and the display of whatever degree of mastery in their acquisition and use, will avail, for the most part, for purposes of exterior refinement and polish, but for nothing more. The heart is not necessarily fortified by any equipment of the head, and this fact is universally recognized by all classes of citizens in this country. There is no one who would not unhesitatingly pronounce that system of instruction worthless,

which should not contemplate, at least, the complete development of the child—its moral as well as its intellectual and physical culture.

It is, however, with reference to such measures as are now resorted to, and as may be legitimately adopted in the public schools of this country, to secure these ethical results, that there is a wide and unfriendly diversity of public sentiment. We design tracing up these lines of difference, with the view of determining, as nearly as possible, the position our school system should assume and maintain, on a subject of such vital and lasting importance.

First, then, it is justly required of the teacher, to whom the habits and destiny of the children are so largely entrusted, that he shall himself be a person of good moral character. The law excludes him from the public schools unless he can furnish satisfactory evidence of a life unstained by vice, and a disposition to impart to the schools he may enter, by example, at least, those lofty principles of virtue and honor upon which all good citizenship must ultimately rest, as upon an enduring foundation. Everywhere throughout the States the profession is guarded by these legislative restrictions. The teacher must have moral as well as literary qualifications for his work, or the door is firmly shut against him. Now, in these enactments the law recognizes, at least, the absolute necessity of that silent, unconscious, moral instruction which the good teacher, who is likewise a good man, will always be dispensing in the school room. The law thus recognizes the moral training of children as legitimately within the province of popular education.

It makes no estimate, however, of the relative power and value of these personal influences, and of this method of attracting the minds of youth almost unawares into habits of truth, and beauty, and honor, and right; without doubt, the agency though subtile is one of extraordinary power and range; but it is a fatal error to imagine it so completely adequate to all ends of moral training in the school-room, as to leave no place for any more formal and direct methods in the same direction. Of course, it is admitted that ethics as a science may be taught in the more advanced stages of a public school course, in the same way as mental philosophy and political economy are taught, from approved text-books prepared especially for that purpose. The teacher may also incidentally, and in the way of disci-

pline, urge upon the pupils the observance of those relative duties which are indispensable to the order and successful management of the school. But to give this exercise any wider range, so as to make it technically an essential element in a system of popular education will unavoidably lead, it is held, to some unauthorized trenching on religious dogma, or sectarian opinion, which instead of being moral nourishment to the children, will become a source of insidious mischief to them, in dislodging them from the peculiar religious views in which it is the privilege and fond desire of the parents to rear them. In short, it is held, there should be no religious instruction in the schools. The influence of an artful teacher over a pupil is very great indeed; and, if besides being artful, he is also a fanatical adherent to some form of proscriptive and intolerant religious belief, it is argued, he has it in his power, under the pretext of a daily moral lesson, to inflict an incalculable damage upon the pupil, and to set at naught the guaranteed rights of American citizens to enjoy their religion without the meddling interference of the State.

Second. The objection becomes the more plausible, when it is added that a broad highway is thrown up to these abuses by the prevalent practice of opening the schools with Scripture readings, by, or under the direction of the teacher. There need be no comment on the part of the teacher upon the passages read; the school authorities have uniformly interdicted this. But with the day thus opened out, and all its exercises having in this way received a religious setting, so to speak, the seal of approval is thereby put upon any kind of religious instruction the teacher may see proper to introduce in keeping with this initial act. The Bible extends its protecting aegis over all. Held to be itself of partisan origin and history, it is claimed that this opening act of endorsement and reverence for its contents is in itself a public justification for all sectarian intermeddling with the religious beliefs of the children, and is, therefore, virtually annulling the liberal provisions of our government, which promises equal protection to all. If the Bible used is a Protestant Bible, the Catholic children, in attendance, even if excused from the exercise, are committed to the attitude of a false and hostile system of faith and worship; and precisely the same thing must befall the Protestant children, if the version accepted by the Catholics is used in these opening

exercises. If the New Testament is read, the Jew is offended; if it is omitted altogether in accommodation to the Jew, the Christian comes in with a most decided protest. There would seem, therefore, to be no impartial course left but to banish the Bible altogether from the public schools; and since all who contribute by taxation to the support of these schools, have a right to share equally the privileges therein afforded, this insuperable obstacle in the way of such unrestricted enjoyment of these advantages, will be summarily and completely removed.

Precisely to this conclusion have some of the most eminent divines and educators in this country arrived, and from it many, even after prolonged discussion of the topic, show no disposition to recede. We do not now take the subject under review for the purpose of settling any point of controversy with these, but solely, we trust, with an eye to the highest practical good and efficiency of the schools. Happily, the school statute of this State forbids the exclusion of the Bible from the public schools, and, at the same time, provides that the pupil shall not be required to read it contrary to the wishes of his parents or guardian. The eminent wisdom and moderation displayed in this enactment, must commend it to those, even, who feel themselves compelled to dissent theoretically from the provision it makes. The Bible is retained, as it should be; but the utmost toleration enforced with reference to participating in the exercises of reading it, at the opening of the school.

Third. I think a little reflection will make it manifest, that the public sentiment on this subject is in no small degree embarrassed by a confusion of ideas on what are supposed to be the conflicting claims of moral and religious instruction. Moral lessons, in the charge of a judicious and liberal-minded teacher, might be tolerated. Certainly, no community can afford to be indifferent with regard to the far-reaching and subtile influence of the moral character of those having charge of them. But *religious* instruction must be eschewed, it is thought, because the common schools are not the place for it, and its introduction there would afford an opportunity for denominational propagandism among the children, and thus the people's institution would become the grand agency through which their liberty of conscience might be invaded.

I cannot think there is any ground in reason for this popular assumption of a radical difference between morals and religion. Between morals and the various theological systems of the sects, there is no doubt a distinction and a difference quite as wide as the popular feeling would indicate ; but religion, in itself considered—the Christian religion—the religion embodied in the life and discourses of Him who originated that new order of things, which has given us the civil and religious liberty of which we boast, must include within itself all the moral maxims and ethical principles that men deem valuable—or otherwise it is not what our nation recognizes it to be. “Christianity,” says Mr. Bateman, “exalts God, and holiness, and truth, only ; and they who would teach it aright, must do the same. It is the voice of God to the human race, calling all men upward to himself, and addressing them only as heirs of a common immortality. With the devices of men it has nothing to do. It tells the soul, with divine simplicity and love, what it must do to be saved ; and the soul that obeys *will* be saved, whatever men or sects may do or think about it. This matter of salvation is one that God has not entrusted to the custody or dictation of any man or of any sect. He has promised to see to it himself. Whoever loves truth, and obeys Jesus Christ is an heir of heaven, whether he has any human certificates to that effect or not, and God will see that he receives his inheritance. The discords, bitterness, antagonisms and dogmatisms of religious sects are the shame and scandal of Christendom, and a libel and burlesque upon the teachings of Christ, and the shame, scandal, libel, and burlesque are only intensified by saying that these hideous things are inevitable among Christians. There is no Christianity in them or about them, and the whole world knows it.” See Sixth Biennial Report of the Superintendent of Public Instruction of the State of Illinois, p. 172, 173.

What system of morals is it that guides our great Republic in all its legislative, judicial, and administrative functions ; that regulates the public conscience, in so far as that conscience will permit itself to be so regulated ; presides in the marts of trade ; and determines at last the final issue of every social and political movement among the people ? Is it the morals of Seneca or those of Jesus ? What is the sense of our highest judicial authorities on this subject ? Have

they not decided that the Christian religion is the law of the land; and as a matter of fact do we not know that this country was originally settled in the interest of that religion, and all its laws and institutions framed in accordance with the principles of morality which it so faultlessly embodies?

The Constitution of the United States provides that, "Religion, morality, and knowledge being necessary to a good government, and the happiness of mankind, schools and the means of education shall be forever encouraged." The religion meant must be Christianity and no other. Blackstone says, "Christianity is part of the law of England;" and in a note appended to the American edition of his commentaries, it is declared, "that we have received the Christian religion as part of the common law."

Now, whilst on the one hand morality has been set at an unwarranted distance from the Christian religion, on the other hand, this heaven descended religion has been most strangely identified with the narrow, sectarian dogmatism of the conflicting creeds into which Christendom is divided. Christianity is not morality, it is held, but it is the thousand and one theological systems that stand with drawn swords and coat of mail at the doors of the churches. On the basis of these unhappy assumptions, it has come to be widely accepted as even a dictate of the inviolable principle of religious toleration embodied in our fundamental law, that there shall be no religious instruction in our public schools. If we were to consult only the better instincts of our nature, we should not be long in deciding that such a position is false in theory, and must prove thoroughly mischievous in its practical working in the schools. But we are not left to our instincts. There are reasons for introducing and maintaining religious training in the schools, as substantial and as urgent as those which clothe the work of cultivating the intellect and refining the manners with such unquestioned dignity and worth. The child is a religious being, and has impulses that draw him out toward God, and indicate to him by subtile intuitions the eternal law of Right that is to govern him, in all the manifold relations of family, school, and pastime. And, I cannot think, that these religious susceptibilities are tardy and late in their development,—that the sense-perceptions so monopolize and absorb the spiritual activities of the child, that

the higher functions, taking hold upon right and the supernatural, come in play only after the maturity and experience of years have prepared the way. Even those who hold to views of the human mind the farthest possible removed from what is stigmatized "the metaphysical," who hold what they would have us believe to be pre-eminently the *scientific* view, distinctly claim that both historically and individually the religious life is first in its development. A far more rational view is, that it is neither first nor last, that it is co-ordinate and simultaneous with the other faculties, and, whilst in a nascent state, as legitimately claims and imperatively demands the cultivating arts of the teacher.

The objection, however, that our public schools are not as distinctly Christian in their character as they should be, is well taken ; although, perhaps, in the minds of those who have been foremost in urging it, it has meant nothing more than that they are not in a situation to be made the instrument of the sectarian ends they have in view. Under cover of this plea, no doubt, the movement was originally concerted to divert the public funds to the support of denominational schools, taking an acknowledged fact in our present school organization, sufficiently bad, as a point of departure to an order of things infinitely worse. The public money cannot be appropriated to the support of denominational schools without inflicting a deadly blow upon the whole system, and paving the way for the speedy and utter subversion of the religious liberty we prize.

But, at the same time, it is a question we cannot evade, as to how we may make our public schools more distinctly Christian in their character ; how formal instruction in Christian morals may be introduced without infringing the rights of the patrons, or compromising the broad and liberal principles on which these schools are founded. Is it practicable ; or must we succumb to the inconsequent logic : These are the people's schools, therefore no kind of formal religious instruction should be introduced.

What is Christianity ? Is there any point in it around which all these apparently hostile parties in Christendom may be harmoniously united ? Is there no general fact or feature of this religion to which all the conflicting organizations, both Catholic and Protestant, must

yield assent in order to be held as at all entitled to the name of Christian ? Obviously, all theological systems, whether in the shape of creeds or of the more extended and formal statements of religious doctrine, are expository of some central fact or principle, which is itself the condensed body of the Christian scheme, and without which it would cease to be. Now these expository, speculative, philosophizing schemes of thought, originating and supporting hostile church organizations in Christendom, should find no place either directly or surreptitiously in the text-books or oral religious instruction of the school room ; because the fundamental facts of Christianity can be communicated to children, as the informing power of the morality they should seek, without the aid of any of those dogmatic developments of them. Thus, on all hands it is admitted that Christ does not come propounding a philosophical system, or any new code of morals even, but engaging to empower men by the lofty personal influence He will exert upon them, with such motives and impulses towards right living as within themselves they could not find.

Christianity is not philosophy in this essential fact, that it proposes to accomplish for men by a divinely personal agency what the discursive, logical reasonings of philosophers had utterly failed to do. Philosophy aims to elevate men dialectically ; Christ personally. Here all sects in Christendom are agreed ; and for a Christian nation to withhold its endorsement of that fact, in deference to either infidels or Jews, in a matter in which the proper training of the children is involved, is to stultify its history, and betray the high trust committed to it in its birth.

I cannot do better here, than quote from the language of one of the most eminent and liberal-minded authors and educators of the age. Speaking of the inadequacy of philosophy to cure the vices of human nature, he describes Christianity as "an additional machinery which is wanted to evoke good impulses, cherish them, and make them masters of the bad ones. If this is not done, what avails it to give a man the knowledge of what is right. * * * *

Now this machinery is what Christ undertakes to supply. And what is His machinery ? He says the first step toward good dispositions is for a man to form a strong personal attachment. Let him first be drawn out of himself ; next let the object of that attachment

be a person of striking and conspicuous goodness. To worship such a person will be the best exercise in virtue that he can have." Again, "the one thing which Christ required, was a certain personal attachment to himself, a fidelity or loyalty; and so long as his disciples manifested this, he was in no haste to deliver their mind from speculative error." "This is Christ's scheme stated in its most naked form."

Now accepting this statement as one on which there cannot fail to be entire unanimity among Christians, as expressive of the fundamental fact which is alike the cherished property of all denominations, as Christianity stripped of its theological amplifications, is it asking too much that the life and sayings of the Great Master should be made the subject of formal historical study in the school-room, with exclusive reference to supplying the "additional machinery," the wanted personal influence, to aid the child in doing what is right? It is not enough to retain the Bible in the public schools, and make it minister coldly and unintelligibly to the devotional character of the opening exercises. Scarcely can this be said to be the Bible in the public schools. The child must be put in possession of the central fact of the Christian scheme, by such a formal use of the sacred biographies as will at least intellectually show him how his national religion can supplement his efforts toward virtue.

Those who have spoken most promptly and emphatically in favor of the Bible in the public schools, have uniformly claimed that it should be used there as the children's text-book in morals, and the rejoinder has been: "How use a text-book without making it the basis of oral instruction?" Precisely this is what we would most earnestly recommend.

These remarkable doings and sayings of the Master may be presented to the child as the helping element of his morality, just as early in his development, and with as little difficulty of method as the morality itself. I conceive the obligation resting upon the conscientious teacher to communicate a knowledge of what is right to the pupil, to be not one whit stronger than his duty to point the child to the source whence his most available help is derived.

The painful fact is, that the great mass of instruction now provided our youth—except perhaps the rambling and imperfect methods

adopted in our Sabbath Schools—is a practical denial that any such value attaches to our national religion. We may listen all day to the exercises of any of our most efficient schools, and hear often enough excellent advice given to the pupils with reference to the importance of a generous, noble, and virtuous character; we may be satisfied that the rules and discipline of the school are administered in such a way as to secure habits of order, industry, and good behaviour; but we cannot help feeling that essentially the same feat might have been as readily achieved in ancient Athens, as in our modern Boston, which stands so conspicuously as a representative city in Christendom. Somehow here, in this nursery of our nation, the public schools, a perpetual libel is filed against the religion we adopt. Must these schools have no higher standard than refined heathenism could furnish? Are ends of character and good citizenship for the rising generation included in the mission of these schools, and if so included, is it a matter of no importance how these ends may be most efficiently attained?

The most bigoted sectary will unite with the veriest worldling in declaring that Christianity, besides its internal effects on the hearts of those who spiritually espouse it, is a powerful auxiliary to civil government, simply as an accessory influence, supplying motives and stimuli to the public morals which they otherwise would not have. It is therefore regarded as a matter of the first importance in all newly settled communities, that churches be built, and provisions for stated public religious instruction be encouraged and supported, if for no profounder reason, at least, for the civilizing influence Christianity brings with it. Shall our schools be wanting in this? Will it not be ill timed and futile to urge upon the adult, that of which, during all the years of his early education, he heard nothing, and which was so effectually denied or ignored in the course of his training, that, but for the reputed Christian character of the teacher, and the devotional exercises with which his school was opened, he would not have known that the formation of his character had any conceivable dependence on such an influence.

I deem it, therefore, a *desideratum*, a pressing need in our public schools, that religious instruction, or more specifically instruction in the great comprehensive claim of Christianity to be considered a *vis a*

tergo upon human morals, should be made a part of the course of study from the foundation up. If this claim be not wholly fictitious, I do not see how we can avoid making it a chief element in popular education. It is the condensed substance of Christianity practically considered, and if now, besides interdicting all doctrinal teaching in accommodation to the convictions of conflicting parties in Christendom, we also drop out, either willfully or by neglect, this substratum of practical power it proffers, then for our children this religion becomes a cipher, and the Catholic protest, that we are rearing a nation of infidels at public expense, a truthful statement of the awful facts in the case.

Prussia has confessedly outstript the rest of the civilized world in the organization, and general completeness of her public school system. It may be said that from the year 1806, the date of her humiliation under the French imperial arms, she has bent all her energies and lavished her resources, intellectual and pecuniary, upon the education of her people. The amount of moral power, and true national glory, she has been able to husband from this quarter, in the course of sixty years, may be accurately gauged in the recent unparalleled victories of her armies, due more to the intelligent and patriotic heroism of her educated soldiery, than to the wondrous skill of generalship and diplomacy her leaders displayed. Without doubt, the chief source of the towering political predominance and strength which Prussia has acquired among the great powers of Europe, is to be traced to her primary schools. History makes this enduring record. All the world could see that when the educated Prussian soldiers went into battle with the name of "God and the Fatherland" inscribed on their armor, with the courage, endurance, and high patriotic impulse their early training had supplied them, there must be fearful odds against the army of the French, made up, as it was, largely, of those without sufficient qualification to know the issues at stake, and wanting in that strong national *esprit* that might have been cemented in the schools.

But now it is to be especially noted, that religious instruction was amply provided for, and constituted a conspicuous feature of that peerless system of primary education, to which all these grand results are unhesitatingly attributed. Let us verify this, by an actual

inspection of the curriculum provided for those primary schools. We find it consisting of an eight years' course, divided into four parts, of two years each, and embracing children from six to fourteen years of age. After the merest elements of reading, writing, and numbers have been attained in the First Part, we find the Second Part continuing the same studies, with the addition of music, but above all "*religious and moral instruction in select Bible narratives.*" In the Third Part we find the same item slightly modified: "*Religious instruction in connected Bible history;*" and in the Fourth, in a degree still more advanced and definite, "*Instruction in the religious observation of nature; life of Christ; history of the Christian religion, in connection with contemporary civil history; doctrines of Christianity.*" (See Report on Education, page 59, *et seq.*, by John W. Hoyt, U. S. Commissioner to the Paris Universal Exposition, 1867.) It will be seen by this, that Prussia has from the beginning, laid special stress on moral and religious instruction in the education of her youth; and the unmistakable wisdom of her policy is clearly exhibited in the commanding position she has thus attained among the civilized nations of the earth.

It is true, Protestantism is the state religion of Prussia, and in providing, therefore, for instruction in the Christian religion in the schools, the state violates no provision of her organic law, and assumes no false attitude toward the Catholic population embraced within her borders. Religious liberty, in the broad sense in which that principle is espoused and cherished by our republican government, is not an accepted tenet in the government of Prussia, and whilst it is not incompatible with the genius of her institutions to teach the Christian religion in the schools, it is insisted that it would be incompatible with ours. We grant that it would collide with the scope and genius of our institutions to admit as wide a range in this branch of instruction as is consistently taken in countries where some denomination of Christianity is the established religion of the state; for example, to teach "the doctrines of Christianity" as in the primary schools in Prussia. This, of course, implies the national endorsement of some scheme of dogma to the exclusion of all others. But the whole drift of these suggestions is to urge that there is a common element in the Christian religion, which is alike independent

of the diverse renderings of the sacred writings, from which this religion is derived, and of all the theological expositions of it, which distinguish and divide the various denominations of Christendom.

We insist that religious and moral instruction, in such select Bible narratives as are clearly the common property of the two great denominations of Christendom, the Catholic and Protestant, may, without detriment to either party, and with incalculable advantage to the youth of our country, be imparted in daily lessons in our schools. If nothing else can be had for devotional and textbook uses, substantially all that is needed, can be found in such common selections from the life of Christ, as cannot be reasonably excepted to by either of these two great branches of the Christian church. The Lord's Prayer is there. The Sermon on the Mount is there. Whatever else is needed will certainly come to the child, by such a careful rehearsal of the marvelous doings of the Master, as will secure intelligence concerning the spirit and aim with which his high mission was undertaken. Aside from the preceptive scope of Christianity, as comprehensively embodied in the Sermon on the Mount, and the like ethical teachings of the Gospels, whatever else there is to be secured in these lessons, must come in the shape of that subtle, personal influence alluded to above; and, evidently, such an effect is to be hoped for, only on the condition that the mind of the child shall be brought face to face with the wondrous facts of that most wondrous biography contained in the language of man.

Of course the Lord's Prayer, the Sermon on the Mount, and whatever other Bible selections shall be agreed upon as constituting a convenient manual for the religious instruction of children, should be used by the intelligent teacher, with exactly the ordinary textbook liberties which are inseparable from his office. Whatever it is lawful to use in the school-room, it is lawful and proper also to expound; even that accepted form of prayer—the Lord's Prayer, which those, who would banish the Bible from the public schools, would still wish to retain,—this, the teacher is at liberty to explain as well as repeat. In the matter of public instruction, I see no way of restricting the liberties of the teacher, except in so far as to say, that in his efforts to teach the children religion and morals, he shall

conform to the spirit of the manual with which he is supplied, and carefully avoid all those dogmatic themes which are in litigation in the churches. The high-minded Christian teacher will take no larger liberty, and a teacher with any other character can be immediately and summarily dealt with by the local school authorities.

I am satisfied that the religious nature of the child cannot longer be neglected in the public schools, without incalculable damage to the system itself, and a disastrous loss to the moral forces of the nation as a whole. It is vain to expect the work to be done by the defective and hopelessly limited methods of the Sabbath Schools, and other institutions of the church. Their segregated character precludes the hope. Their time is the merest fraction of the educating days of youth, and their organization, on account of the divided state of the churches, exceedingly circumscribed and loose. I have no purpose to disparage these Sabbath-day efforts with the children. They do what under the circumstances they can, and with all their disabilities, we reckon them among the indispensable educational forces of the times in which we live. But we cannot relegate to them a task which they cannot assume. It is impossible for them to gather within their embrace a tithe of the children that will be statedly in attendance upon the public schools; and with the few that are thus reached, it is impossible to secure any degree of regularity in attendance, any stable and competent teaching force, or any uniformity of system with which their studies are to be prosecuted. Moreover, the aim of Sabbath Schools is not so much to impart moral and religious instruction to the children, as to awaken a religious interest in them, by such tender and personal conferences with them, as the occasion and place most happily afford. In any event, we are confident they cannot do the work, which, by inherent obligation and ample capacity, it is the part of a system of popular education to do. Let any one familiar with the main events and prominent discourses in the life of Christ, sit down for an hour with a Sabbath School class, consisting of young ladies and gentlemen, having enjoyed the best of Sabbath School advantages from childhood up, and he will not be long in discovering that very few have any connected information whatever of even this initial period of Christian history, and fewer still, any rational conception of the

practical import of the religion thus introduced. The methods of their instruction have been too fragmentary, and the avowed aim has been, as before intimated, to work other results than those which can be produced by the systematic storing of the mind.

Finally, I must not be understood as laying undue stress upon the mere matter of formal instruction in religion and morals, or attaching an extravagant value to the stores of information thus acquired. The intellect instructed in religion and morals, is the intellect still; and it remains none the less true, that these intellectual attainments may never find their way out into the life and character of their possessor. And yet it would be bad economy to withhold this form of instruction, because of the possible non-use or abuse of it in the future. It is not thus we do with the other branches of a liberal education. The bow of Apollo, and the harp of the Muses, are given in turn to the unskilled hands of the tyro, without an inquiry as to whether he will ever draw the one or thrill the other. No just theory of education will consent to be bound down to the narrow policy of communicating only what is certain to be brought into actual application in after life. It will make due note of the impressions left, the affinities aroused, the aspirations awakened, and the deep and subtile workings of the spiritual nature of the child, taking hold, through the intellect, of things above the reach of every mortal sense. The seed dropped into the understanding may take root in the heart, having no such lodgment we have no authentic philosophy to tell us it ever will. Worse than stupid, fatal indeed to the whole destiny of man, would that scheme of education be, which would withhold a good thing because of the possible bad use to which that good thing might be applied, or that would be so starved in expedients as to include ignorance in its economy. Let the child know, at least, what power there is in the religion that overshadows him, and the chances are greater that, in subsequent years, he will devoutly reverence and cherish it, and give himself freely to be swayed by its precepts.

SCHOOL-HOUSES.

In traveling over 22,000 miles through this State, during the past three years, I have felt a growing pride in this Commonwealth, in

finding every community of any magnitude manifesting an increasing interest in the cause of public schools. Many localities are expending liberally for the erection of school-houses, displaying an enterprise which, if equaled, is not surpassed by communities of the same population in any State of the Union. Many of these structures exhibit an elegance in architecture that would do honor to any public edifice, while nearly all are fully as expensive as the wealth of the people will justify. During the past two years, there has been over \$1,250,000 added to the school-house property of the State. At the dedication of many of these buildings the audiences gave evidence of a deep interest among the people in behalf of schools. On some of these occasions over 1000 people assembled to witness the exercises. These multitudes were the representatives of capital and labor. They met here on a common level, knowing that thus their children should meet, and be reared, and educated for life's avocations. Who can estimate the benefits that will flow from this mingling of the rich and the poor? The erecting of these superior edifices in which to educate the coming generation, is producing an influence upon immigrants such as has been hoped for by the capitalist and philanthropist. No American familiar with the free institutions of this country, and with its facilities for popular education, can pass over these great railroads that are now checkering the State from East to West and North to South, without being impressed with the fact, that here in a high degree can be enjoyed those social privileges and means of culture, that are so desirable to an immigrant when seeking a future home. To the foreigner this remarkable progress in civilization is incredible. While passing through one of the towns, with possibly 1200 inhabitants, on the B. & M. R. R. during the present spring, a gentleman stepped up to me, with an air and attire that compelled me to imagine, at least, from the illustrations I have seen by Nast, that he might be a specimen of John Bull, though I had never seen quite such an appearing aristocrat from that country before, and addressed me as follows: "This is a nice village, sir. I noticed we just passed over a fine stream, and I should judge from that and some buildings here that this must be a manufacturing town, yet the country is very new for such business." I replied it was. He then pointed to a building on a beautiful site,

and such a one as might from its location, be taken by a novice as an edifice used for manufacturing, and inquired, "Is not that three story building, there, sir, a manufactory?" I replied with a smile, that it was; he further asked with a decided John Bull air "why, sir, as I observed, this is a new country, and what kind of materials are worked up there, if I may be so bold, sir, as to inquire?" I answered, "There is where we 'work up' our Yankee sovereignty—turning on his heel and giving utterance to his incredulity by an English "humph," I saw no more of him on that trip, except in the fashionable saloon of the palace car, enjoying the luxuries of our mode of travel, which must have been almost as surprising a mark of civilization to him, in this New World, as the school-house which he could but believe must be a factory of wares, rather than a place where American youths were being trained for a true citizenship.

This progress in civilization is commendable, but there is another phase to it. I fear that the people do not realize that something more important than these expensive school-buildings is necessary to secure the end which they but partially understand. For, however elegant and expensive these educational appliances may be, they must be supplemented by native-born and cultured teachers. Might it not be well, if it cannot be accomplished otherwise, to pay less toward school-houses and more toward securing eminently qualified persons, whose souls when brought into union with the souls of their pupils, will tend to elevate the latter to a plane of thought and action which will render them happier and more useful than they could have become by any other influence.

The facts so encouraging with reference to the independent districts, I regret to say, are not so flattering in the rural communities. A school-house is frequently seen on the bleak prairie without any paint upon it, and no fence enclosing it, nor tree to shelter it from the piercing wind and scorching sun. This condition of things cannot be expected to be improved till the system of sub-districts is totally abolished. In the States where a township-district system has been adopted, greater care is taken in preserving and beautifying the school property. The tastes of the children and people are thus refined and very much improved, as well as a true economy encouraged.

INSTITUTES AND COUNTY SUPERINTENDENCY.

By reference to tables "J" and "K," it will be seen that one hundred and fifty-two Institutes have been held during the two years from January 1st, 1870, to December 31st, 1871, upon which over twelve thousand teachers have been in attendance. From almost all of these the reports sent to the office of the Superintendent of Public Instruction have been encouraging, and have given assurance of a steady and substantial progress in all departments of the educational work. Many of the ablest men from the colleges and University were teachers and lecturers before these associations, and, in some instances, distinguished educators from abroad took part in these exercises. In some of the counties, the Institute season has been made the occasion of enthusiastic revivals, so to speak, of energies long languishing; and we have been informed that the effect on the teacher's profession in those localities, and on the school officers, and on the condition of the schools, has been electric. Such results must follow from Institutes when properly conducted. In accordance with their original intent, they are thus demonstrated to be, not only an indispensable link in that admirable system of State supervision, which keeps the machinery of popular education running, but also, and chiefly a stimulus to the teacher, and through him a mighty agency for arousing and shaping all the school elements of the county.

The framers of the law have borne testimony to the value they place upon this part of the school work, by providing that a teacher's attendance upon an Institute, whilst the term of his school is in progress, shall cause no reduction in his stipulated wages; and that it shall even be made binding upon him, as a condition for his securing a certificate, that he be in attendance, unless unavoidably prevented.

During the past year seventy-six counties have had the benefit of \$50 each, making an appropriation of \$3800 for the support of these professional gatherings. In many counties the boards of supervisors have added to the appropriation of the State to defray the necessary expenses, and in quite a number of counties the Institutes are held from two to four weeks. The attendance upon these gatherings is

very encouraging. I have met two hundred and forty teachers in convocation in a single county. And it is a grand sight, and a privilege to be envied, to stand before an audience of such laborers in the cause of universal, free education.

The County Institute, and, collaterally, that branch of State Supervision represented in the County Superintendency, are elements so vitally interwoven with the public school system of the State, and have been so thoroughly tried in this and other communities, that it will be scarcely exaggerating their importance to say that the system revolves about this point. There is a lever power here by which all other parts of the machinery may be moved. If properly conducted, they are the occasion of intense mental activity, and by discussions, suggestions, criticisms, the incisive probings of trained minds into the defects of prevalent methods, and the analysis of new ones, the spirit of progress is nourished, and salutary reforms originated, which reach not only to the routine and discipline of the school-room, but also to the legal enactments which provide for the civil relations of the system. It is to be hoped that the subject of school jurisprudence will be made a definite branch of Institute work, as it has become a study of special interest in our Normal Schools. Teachers above all should understand well the civil relations of the profession in which they are engaged, and should especially be familiar with the drift of recent legislation on the subject. I regard the County Institute as a suitable place for such discussions, and would recommend that, in addition to formal lectures on the workings of the school law, and the changes desirable to be effected in it, there also be general exercises of class drill under this head in which all may participate.

It may perhaps seem unnecessary to enter, at this late day, into any formal advocacy of the County Teachers' Institute, but, in certain directions, the results have not obviously been commensurate with the outlay of time and expense. In all such cases, without doubt, the true malady is to be sought back of the Institute, in the decline, or tardy development, of the school interests of the particular locality, and the low standard of professional character with which the teachers are satisfied. The system itself has been so long in existence, and has been so thoroughly tried in all situations, that no

imputation can justly be heaped upon it, for the feeble and impoverished product that sometimes seems to result. One of the most prominent and judicious State Superintendents in the United States makes the unqualified assertion, "No other agency has done more to strengthen and vitalize our system of public education than these meetings of teachers, school officers, and friends of common schools, known as Teachers' Institutes." But they are so interwoven with the subject of county supervision, and their worth in the educational economy is so largely the result of their efficient management, that a word bearing upon this point may not be amiss.

The management of the Institute is by statute put into the hands of the County Superintendent, and it is, of course, the most difficult and responsible labor he has to perform. If, in other departments of his office, he can succeed well with an ordinary share of scholarship and fair administrative ability, here, he will have occasion for the exercise of the highest attainments and best qualifications of an experienced educator. It is at this point, and in this trying situation, that the ability of the County Superintendent is most effectually tested. There are, of course, always expedients at hand, by which official incapacity and want of adaptation may be temporarily atoned for; and, in this case, the practice is to put upon the shoulders of a conductor imported from abroad, and paid from the State appropriation, burdens which, with the requisite qualifications, the County Superintendent could himself carry, with more dignity to his position, and greater advantage to the Institute. I do not say that the County Superintendent should always and absolutely be a competent conductor of Institutes, or that, being a competent conductor, he should always and exclusively take the management of them into his own hands. These suggestions are aimed only at what I conceive practicable in this branch of the school work. The County Superintendent should be a well-known, practical, tried educator, a man of experience in all departments of common school work, conversant with the details of school organization, in schools that are graded and schools that are not, with the advantage, if possible, of a thorough Normal training in his profession,—in short, he should be an approved common school man. If he can bring to his task the implements which the higher ranges of culture will provide him, so much

the better. But, it is insisted, that he should at least be a man who has devoted himself, *durante vita*, to the profession of teaching, and can furnish evidence that his undivided energies are given to the work.

It requires no long experience in the office of Superintendent of Public Instruction to make it apparent, that the wide-spread and painful incompetency in this branch of the school work, is due to the fact that the office, being awarded politically and very poorly paid, is sought for by those who design making it simply collateral and subsidiary to something else. The lawyer seeks it, that he may use the per diem of an occasional jaunt through the county, in enlarging the field of his practice, and filling up the deficit of a livelihood his slender fees will not supply. The minister finds, in this way, a convenient method of supplementing the very meagre salary his Sabbath services will command. Thus, that which of itself should form a business sufficiently onerous and responsible to absorb the energies of a man, devoted wholly and exclusively to it, is degraded to the place of a hapless expedient, and not unfrequently becomes a serious obstacle in the way of educational progress.

Ultimately the whole evil is referable to the fact, that the salary paid this official is so inadequate, that it will not justify men, ordinarily, in devoting their time exclusively to it. So long as this state of things continues, our school system must suffer at its most vital point, and be sadly crippled for want of the class of men who are capable of superintending the school interests of the county. Let the place be made as remunerative, at least, as are now our first-class city superintendencies—and there is no reason why it should not be made more so—and the talent which now flows into these and other channels, will be readily diverted to the county ; and the district school, now comparatively so far in the rear of its neighbor, will soon put itself on terms of respectable competition. Teachers will prepare themselves for the work; the machinery of Normal training, which now overlooks this branch of the school work altogether, will send out men educated for the place ; and a thousand agencies, which now seem not to exist, will conspire to make the office an instrument for good second to none in the country.

It strongly attests the justness of these remarks, that the Bureau

of Education, doubtless echoing the united testimony of all communications to that office on the subject, speaks out, full and strong, against the public parsimony and oppression everywhere displayed toward the various offices of school supervision; quoting, as descriptive of truth in the case, the language of Mr. Anderson, LL.D., President of the University of Rochester, which we take the liberty here to repeat :

“There is no class of men in the world, or in the church at this day, who require so much of intellectual power, attainments, and expense in their education, who are so miserably paid and so prodigiously overworked, as those who are engaged in education in all its departments, from the lowest to the highest. We never can become a civilized people in the highest sense of the word, until we are able to pay for the brain labor that is engaged in the work of education.”

A sentiment so true with reference to all branches of school supervision, is especially true as affirmed of the office of County Superintendent. Good men and women sometimes enter the office voluntarily, and are sometimes urged into it by the actual exigencies of the county, but there is no incentive for their making it a matter of choice, and, therefore, either soon withdraw from it, or remain in it simply from a sense of the painful necessities of the case.

Now, I look forward to the day when our legislative bodies and school authorities will entertain more just and liberal views of the general work of school superintendency in the State—when they will provide more ample support, and hold out larger inducements for the most talented men to enter the work.

MODES OF REMEDY.

It has been suggested that these educational offices, although essentially the appliances of the State, are so radically distinguished from all the judicial and administrative functions of government, that they should not be held and managed as positions of a political character at all ; that they should not be subject to the caprice of nominating conventions, and the very uncertain issues of political campaigns. The remedy then would be to withdraw them wholly, or in part, from the entanglements of party elections, and make them

either the award of appointment by some State official or corporate board that should be designated for the purpose, or so provide them with special elections, as will keep them free from the irresponsible schemings of politicians.

In many respects, the reasons urged for this proposed remedy are cogent and strong. In the first place, it cannot be denied, that the educational offices of the State are not political functions, in the sense in which the various civil offices are with which they are indiscriminately mingled on the municipal, county, and State tickets. Even as courts of adjudication they are distinguished in law, as possessed of ministerial and not judicial prerogatives. And then, manifestly, the offices that are entrusted with the efficient management and development of a system of public schools, in which the mental and moral training of the children and youth of our country is the object to be accomplished, require in the men who shall occupy them, a kind of qualification which those holding civil offices need not and do not possess. The successful professional educator is the man who should occupy these positions. And there is some force in the allegation, that the common people, especially as manipulated in the interest of party, are not always in a situation to fix upon the men who have the necessary qualifications for the post, or, finding them, to secure their election.

Second. It is claimed, with some degree of plausibility, that the analogy of city superintendency affords a clue to the healing of the difficulty. This system is as yet very imperfectly developed, but, where it has been fully adopted, it points definitely to a very decided advance in the whole machinery of school supervision. Let the superintendent in any position, as well as the teacher, be subject to the choice of a body of men who in their selection shall represent not the caprices but the interests of the people, and who shall be determined exclusively in their action by the competency of the applicant for the post to be filled. Having looked the subject carefully over, and consulted well the experience of other States, I feel confident that I cannot do better than recommend that the County Superintendent be elected, every four years, by the respective District Boards of the county, at their annual meeting in March. Then, although there would be no absolute immunity against mistake, a

general degree of proficiency would be insured to the office, and it would get the advantage, now denied it, of an opportunity of bettering its condition. It would also allow the county authorities a wider range within which to select their men, for it would then be their privilege, as it is now the privilege of the city boards of directors, to bring in their superintendents from whatever portion of the country they can obtain them. To be limited to the county or even the State for the material from which to make a selection is sometimes a fatal misfortune to a locality, both because of the narrow field within which competition is solicited, and because of the comparative paucity of competent men. It is held that, in this way, cities in which the system of superintendency is fully adopted, and also those in which a principal alone is employed, are for the most part successful in finding men well fitted for the work, whilst the county superintendency drags out a beggarly existence, and, but for its monitory function with teachers, would be an encumbrance to the State. In short, the remedy proposed would withdraw all offices of school supervision from the arena of politics, and even from the doubtful issues of a popular election, and award them, as many of our more responsible civil offices are now awarded, by the choice of more restricted bodies who are charged with the most sacred interests of the people.

I am convinced that no step forward can be taken in this matter, until some more adequate provision is made for the salary of the County Superintendent. This done, some more judicious method than that now established for choosing that officer will follow of course.

The drift and animus of these suggestions I cannot help commending, and I indulge the hope, that the Legislature will put this branch of the school system, on a footing analogous to that aimed to be secured for it in the untimely provisions of 1858. The salary should be fixed by law. There would seem to be no good reason why the County Superintendent should be made the solitary exception, in the list of county officials, in the matter of support ; that he should be thrown almost exclusively upon out-door work and a meager *per diem* for a livelihood, which, when thus laboriously earned, is entirely inadequate to his wants, and contrasts so discouragingly with the salary

secured to other officers, whose positions are by no means more onerous or responsible.

It is not at all surprising that an office, so crippled for want of support, should so often fall into incompetent hands, and come to be regarded by the county authorities as a sufferance, to be endured whilst it lasts, but to be thrown off as soon as occasion may offer. I cannot too emphatically urge the necessity of this agency in the school system as it now is. The skilled, efficient, devoted County Superintendent is a conservator of our school interests in a sense in which not even the faithful teacher can be said to rival him—for he maintains the system in vigorous working order, and but for his services, the labors of the most earnest teacher would avail but little. At the same time, it must be admitted that in the hands of an indolent, shiftless, incapacitated, uneducated incumbent, the office becomes worse than a sinecure, and had better far be out of the way. But all offices, even the most sacred, are liable to exactly the same abuse. Standing in a position to see and appreciate the services of an efficient County Superintendent, as well as to feel the incubus of an incompetent one, and knowing in detail the extent to which the office fails lamentably to accomplish the end in view, I am only induced, thereby, to advocate its necessity the more earnestly, and to urge the more importunately, such reforms in our school economy, as will relieve it from its disabilities and develop its immense resources of power. What Massachusetts attempts to do through her system of traveling agency, I most heartily believe, can be more steadily and thoroughly accomplished by such County Superintendents as it is possible to put in the field. To secure this result, however, I would urge, in addition to an enactment making the office sufficiently remunerative in its character, that the term of service be extended from two to four years, and that the incumbent be subject to removal by the district boards, under such restrictions as the Legislature may impose.

COMPULSORY SCHOOL ATTENDANCE.

This question has been discussed by the educationists of this country during the last decade. A law making school attendance

obligatory has been enacted in some three or four States. The representative educators of the United States hold opposing views on the subject. At the National Teachers' Association that convened at Saint Louis, August, 1871, in the Superintendents' Section, the following resolutions were unanimously adopted :

Resolved, That universal education is a public necessity, and the State has the full right to provide for and secure it.

Resolved, That to secure universal education in this country, our present systems of voluntary school attendance should be *supplemented* by truant laws, reformatory schools, and such other compulsory measures as may be necessary to reach that class of youths now growing up in ignorance.

This department of the Association was attended by some of the ablest educators from twelve different States. The resolutions show much unanimity on the subject in that body ; and, to say the least, it was conservative, and preferred more fully to test the methods already in use to secure punctual school attendance, rather than resort to a system which has been employed in a country with different political institutions, and which was inaugurated at a period when physical force predominated more largely than at the present time. Then, indeed, comparing the Prussian compulsory system with the voluntary one of Holland, and that which prevails in some of the cantons of Switzerland, it becomes questionable whether the former has been as successful as the latter as an educational measure.

Hon. A. B. Weaver, Superintendent of Public Instruction for New York State, in his report of 1871, has an elaborate article on this subject, which is largely inserted here to show the position taken by the opponents of the compulsory system.

“ The argument in favor of the measure, briefly stated as I understand it, is, that universal education, if not indispensable, is highly conducive to the welfare of the body-politic, and that the State, having adopted a system of free public instruction, and having provided to a great extent for its maintenance, should require the attendance of all children of suitable age, who do not receive instruction elsewhere, in order that the benefit of the schools may be fully realized.

It is also contended that such a requirement would not be an unwarrantable interference with the appropriate authority of parents and

guardians over their children, but a justifiable intervention in behalf of neglected children who, it is claimed, are entitled to proper care and cultivation of their minds, just as rightfully as they are to food, clothing, or protection.

Compulsory attendance is not a new expedient in education, although it has never been fully resorted to in any of the United States. The most stringent regulations of the kind, in this country, are those embraced in the laws of our own, and of some other States, relative to idle and truant children, and which authorize their arrest and commitment to places of employment and instruction. Our own statute of 1853, upon this subject, is limited to cities and incorporated villages, but it is not enforced, and it is said that similar laws are not generally executed in the other States.

In many of the European States, obligatory attendance is an old rule, and, in some of them, a rigid one. It has been most thoroughly tested in Norway, Sweden, Denmark, in the greater part of Switzerland, in Prussia, where it has been in force a full century, and in several other German States. It has been attempted at different times in France, where it is said that "Compulsory education is ancient and of noble origin," in Austria, Spain, Portugal, and Italy, but has wholly or partially failed. Even in Prussia, which is commonly cited as a model in this and other school matters, the well-nigh universal education which prevails is not, in my opinion, principally due to the stringency of the law requiring attendance.

Any such law, even when strictly enforced, in itself educates no one in anything except unquestioning obedience to superior power. It is only a police regulation to bring the bodies of children to the school-room, or to punish for their absence; whereas, the real efficiency of a system of education must depend upon what it teaches, not upon the number of its arrests and penalties; upon its adaptation to the recognized wants and interests of a people, instead of its power to compel their reluctant acceptance of it; upon its moral strength and influence, rather than physical force.

The Prussians believe in education with a unanimity and sincerity which compulsory attendance but faintly expresses. They are not only earnest in this sentiment, but are patiently and persistently thorough in the execution of it. They not only propose universal

education, but provide for it in a plan that employs every known facility, and which adopts every discovered improvement. The operation of their school system is not entrusted to undisciplined novices, to be used by them temporarily as a means to their own ulterior interests. Teachers are as thoroughly trained for their vocation, as those who enter the profession of law or the ministry, and are held to a rigid standard of qualification with reference to their natural adaptation to their work, as well as in respect to their learning. Thus prepared, their admission to their profession is a guaranty of superior attainments, and an assurance that they are worthy to become the teachers of the people. In support of all this, public sentiment dignifies the whole enterprise with the highest respectability, and contributes to its service, in teaching and supervision, the best talent of the nation. It is this thoroughness, this completeness, this unyielding pursuit of perfection in the character of the instruction given, that has chiefly done for Prussia the work which so many admire.

This opinion is confirmed by the example of Holland. In a special report particularly devoted to the subject now under consideration, prepared by the direction of the Legislature, and transmitted to that body in 1867, by my predecessor in office, the late Honorable Victor M. Rice, and in connection with an expression of the author's belief, "that in this country education can be universal without being compulsory," it is stated "that in Holland every adult citizen can read and write. Attendance at school has never been enjoined by law, but supervision has been carried to an extent that would hardly be deemed legitimate in the State of New York. Even in a private school, nobody is permitted to teach without having first been examined and licensed by the proper authorities." And further, it is recorded, "that great efforts had been made in the debates on the clauses of the law, to procure a more decided recognition by the State, of the principle of compulsory education. * *

The usual arguments for compulsory education were adduced—that other countries had successfully established it—that ignorance was making rapid strides for want of it—that in China, where it reigns, all the children can read and write. It was replied that compulsory education was altogether against the habits of the Dutch people."

Here, then, we find two neighboring States, in both of which education is practically universal, but in one of which it is obligatory, and in the other voluntary. If compulsion was calculated to exert a controlling influence in the matter, we might expect to find the distinction plainly illustrated in Switzerland, in all parts of which State attendance is obligatory, except in the cantons of Geneva, Switz, Uri, and Unterwalden. In Geneva, however, it is authoritatively stated that education is so prevalent that, at times, a native adult who could not read and write could not be found. Thus experience has demonstrated that compulsory attendance is neither a certain nor an essential means to universal education.

In view of the proposition to establish it in our own State, the question arises whether we have so completely perfected, applied, and exhausted all approved methods, and so completely failed with them, as to render a resort to it here advantageous and expedient. In my judgment the educational record and condition of our State give a negative answer to this question. * * *

But our period of pupilage is eight years longer than that of Prussia, which includes only those between six and fourteen years of age, and our ratio of attendance is correspondingly less by reason of the great number embraced in our enumeration. Making a just allowance for the number of those below six years of age, who are not sent to school because of their infancy, and another just allowance for those between fourteen and twenty-one, who have acquired a sufficient business education, and have betaken themselves to active pursuits, and still another just allowance for those who, although they do not attend school during any one particular year, have attended, or probably will attend during several of the other fifteen years of the school period, and, I believe, it is a fair conclusion that the school attendance in our State is at least ninety per cent. upon a basis like that of Prussia.

Our latest statistics, made without reference to this question, show that the number of scholars attending school in 1870 was greater than the whole number of persons in the State between six and fourteen years of age, or between six and seventeen. * *

The statistics show incontrovertably, in my judgment, a better

result in the matter of attendance than in any other one feature of our schools.

The people have already, by their own voluntary action, contributed an attendance which more nearly approaches completeness, than the instruction approximates a reasonable standard of excellence.

Our school system is, throughout, more perfect in organization than in results. It is palpable that the prominent defect, that calls for speedy reformation, is not incomplete attendance, but poor teaching. This is partly inexcusable, but is chiefly owing to the immaturity of our educational work.

* * * * *

I do not allege that any of our schools are not worth attending. I speak of the needed improvement in the particular mentioned, in comparison with compulsion as a means of securing attendance; and I contend, that, before sending out ministers of the law to force children to school, we should place genuine teachers in the school-room to attract them, and faithful officers in the field to supervise the work and to cultivate an enlightened public sentiment, which, by its radiance, shall render the pathway to the school bright and clear. Let the attendance at school of every child within the State be secured, and that would not improve the schools in other respects; but let the schools be made what they should be in themselves, and it is more than probable that there will be no occasion to send for pupils. In any event, the improvement in question should be made; and, in my judgment, it should be made before resorting to the doubtful experiment of compulsion. It cannot be done suddenly, by legislation. The reform must be worked out. It was to accomplish this very object that, in 1866, our normal school system, which at that time embraced but two schools, was expanded by the establishment of four more. The number has since been increased to nine, of which six are now in operation, and two more will soon be opened. It is thus apparent that this project is still immature, and, before the influence of these training schools for teachers has been developed and exerted, it would seem to be unwise to adopt force as a substitute.

There is another consideration worthy of notice in discussing this

question. Our people need education in something besides the elementary branches taught in the schools. If it is desirable that they should be able to read and write, in order to inform themselves so as to judge correctly and act prudently in public affairs, it is equally important that the habit of self-control be constantly cultivated. It is perfectly consistent for a monarchical government, which manages all its concerns by the exercise of a central power, to enforce education, although it might otherwise become, as thorough and as general. That policy inculcates submission to arbitrary control. The habit of acting under command, even in matters which are proper, destroys manhood and begets a servile disposition; while freedom in the exercise of one great privilege might awaken a spirit of independence, and a consciousness of capacity, dangerous to potentates who claim the right of rule.

But the citizens of a free State need the discipline of self-government. They should understand that there is a personal interest in the willing discharge of every public duty. They must learn to take care of themselves in the matter of education, as in other respects, if they would remain their own masters. They should realize that power belongs to them, and, in addition, not only that the instruction of the schools is beneficial, but that the education which results from the practice of inquiring, and of doing voluntarily, what is essential to the intelligent exercise of their power, is also essential to its preservation.

The secure foundation of a free government is not alone the preference of a people, but their willingness to keep themselves prepared to administer it successfully. That disposition must be kept alive and active by constant exercise; and when it becomes so deadened that compulsion must be used instead, the spirit of freedom will have perished already, and the form will not long survive."

I most earnestly recommend to the General Assembly the importance of so amending the school statutes as to empower boards to enact rules and regulations for the government of schools, that shall prevent tardiness and truancy and secure better school discipline generally. During the year 1871, as you are aware, a case was tried before the Supreme Court of the State, involving the questions

of power in the board to adopt and enforce rules requiring a reasonable school attendance. Fortunately, for the progress of the schools, the majority of the Court decided that the board of directors have such power. But the law should be so clear and definite that there could be no doubt in the mind of any intelligent citizen in regard to its import. A statute of this kind, judiciously enforced, will produce a healthy school attendance—if not reasonably executed the difficulty can be adjudicated by the school or civil tribunals.

In one of the most populous cities of the Northwest, the school board adopted a rule similar to the one the validity of which was decided upon by the Iowa Supreme Court. The Superintendent of those schools, in enforcing the rule, requested the teachers associated with him to visit the parent of every pupil that had been suspended or expelled for tardiness or truancy, and who would not apply to the Superintendent to reinstate his child as the rule contemplated. The teachers complied, and within a period of two years not a single pupil had been suspended or expelled that did not return to the school improved, and never again required the enforcement of the rule. Within the same period, truancy and tardiness were among the rare occurrences of those schools. These teachers' visitations frequently extended to other parents residing in the district where they taught, so that over ninety-two per cent. of the school population of that city, between the ages of five and twenty-one, were either in private or public schools.

It is by just such efforts of love on the part of the teachers, when heartily supported by a competent superintendent and a wise board, and these officers empowered by statute, that better educational results can be secured, than by any compulsory system without these humane and potent agencies.

I would also suggest such legislation as will consign incorrigibly unruly and truant pupils and vagrant youths to the State Reform School. Instances have come under my observation in the State of pupils who are neither to be controlled by parent or teacher, and whose influence upon the school was injurious. Youths of this character should be reportable to a magistrate, or to some civil authority, with power to commit to the Reform School. Such a law, properly executed, would bring about a high order of discipline in the schools;

thus render them more efficient, and save the State a large criminal and pauper expense, not to speak of the incalculable good which would arise in reclaiming and reforming many of the youths who otherwise will be an injury to society, and a source of misery to themselves, while by this stroke of policy they frequently might become the most useful of citizens.

TEXT-BOOKS AND CRAMMING.

There are certain evils incident to our graded school system that are so pernicious in their workings, and so difficult to eradicate, that a word of admonition and counsel cannot be withheld. I refer to the practice of adhering with slavish exclusiveness to the text-book, in the recitation exercises of the school-room, and the destructive consequences of the process of cramming, which necessarily keeps company with this practice.

Certain ground must be gone over, a specified number of books must be mastered, the pupil must store away in his memory a prescribed number of facts, in just the order in which they are laid down in the text-book, and within the brief time allotted to his grade, or the coveted prize of promotion shall not be the award of his toil. There is the book, with its number of pages, its facts, its observations, its processes, its questions carefully noted down for the teacher to ask, and the pupil to diligently con out beforehand, and when these have been gone over, and possibly reviewed, and the pupil, in the exercise of a purely mechanical memory, and goaded on by a system of marks as remorseless as the fates, though by no means so exact, has succeeded in shouldering the enormous load, the work then is held to be done, and the boy or girl is crowned a victor in the race. It will be seen that the idea of *mental growth* does not enter at all into the system. Education thus becomes a mechanical process—a process of storing the mind, and not of training its faculties. All awards are made according to competitive standards of the lowest possible value in the economy of mind. Let the child display an unwonted facility in acquiring and retaining a prodigious number of isolated facts, in Arithmetic, Descriptive and Physical Geography, Algebra, Natural Philosophy, History, Grammar, and so on to the

end of the catalogue, and his progress is immediately put up as the ensample for the school, and all, irrespective of their varying capacities, are pressed forward ruthlessly in the chase.

It is said that a certain teacher in one of the ward schools of an Eastern city, when asked how his school could take first rank among the schools of the city, when the whole method of instruction that prevailed in it was so purely technical and mechanical in its character, frankly replied, "The standing of my school depends upon the percentage of correct answers my pupils give to the questions asked in the annual examinations. These tests call for certain results, and I am preparing *my wares for the market*. I know I am not doing the work I ought to do, but my standing as a teacher depends upon my success in meeting these examinations." Says an eminent authority commenting on this avowal, "All over the country there are school officers who are thus unconsciously using the power put into their hands to spoil the schools and corrupt the teachers. Thorough, honest culture is discouraged, and a premium is paid for special cramming." I am disposed to think this state of things is alarmingly prevalent in our graded schools, and it is of the utmost importance that we institute a search for the causes of the malady, and suggest some steps toward its removal.

First. The evils alluded to may be said to be incident to a system of graded schools, but I cannot think they are necessarily inherent in such a system. If this were the case, we should lose no time in abandoning the system, and turning our energies to the discovery of something better. We may grant, however, that the very existence of graded departments in schools to which all the children and youth of the country have access, crowded as at least some of these departments will be, and with but a limited teaching force in charge of each one of them, render it unavoidable that the individuality of the pupil will to some extent be overlooked. The teacher can make headway only through the rigid classification of his pupils, and there is no time for any very close or prolonged study of the peculiarities of the individual. The advancement must be mainly *en masse*, or at least *by groups*, and it is inevitable that the slower pupils should suffer to some extent in their competition with those who are more rapid in

their progress. But under any system of classification this would be the case.

Second. The number of studies imposed upon the pupil, the brief time in which his varying tasks are to be prepared, the purely arbitrary limits that are assigned to each recitation, and the mechanical examination tests that are applied to indicate the stages of his progress, are some of the practices that are the responsible sources of the evil of cramming in the public schools. Let any mature person, with faculties well trained, and a nervous system capable of enduring the strain of prolonged and intense mental application, put himself down to six hours continuous study during each day, upon from four to six branches of widely varying character and material, and see what must be the result simply as to the condition of the mass he has succeeded in crowding into his intellect. What a chaos ! And now suppose him to be driven on from week to week, from month to month, and from year to year, punctually, mercilessly, and in the most exacting routine, in the same round of unvarying acquisition, how would it be possible for him to digest and assimilate anything with which his gorged intellect has been crammed ? The over-burdened memory will be crushed as Tarpeia under the shields of the Sabines, by the superincumbent mass of unused and unusable matter. In the case of the child, the analogy of this deceived and unfortunate daughter of the Roman king is still more aptly and sadly true ; for as Tarpeia coveted the dazzling jewelry on the hands of the Sabine soldiery, and in seeking to secure these found a grave under their crushing armor, so the children grasping for the glittering prizes as they pass, the glowing "perfect marks," which on examination days will determine their standing in the esteem of the teacher, get not what these were supposed to signify, genuine and abiding culture, but a heavy, leaden mass that will weigh down both body and mind.

Physiologists tell us that three hours of continuous mental toil is destructive of more tissue, and is altogether more exhausting to the body than a whole day's application to manual labor. This announcement, I believe, is based upon certain calculations made by scientific men in the use of improved and delicate methods of investigation, which are so mathematically exact, that we need not for a mo-

ment hesitate to accept their result as true. If true, it would be well for teachers and school authorities to ponder deeply the unwarranted physical injury they are inflicting upon children, in keeping them closely confined *in exhausting mental labors* for six hours during the day. The fact above announced is doubtless not generally known to those having charge of our public schools, and the statement would perhaps be accepted by many only after detailed examination and proof ; while to some it will appear as one of those hasty assumptions of science which it frequently puts forth upon a very imperfect and partial accumulation of data. Any grown man or woman, however, may have presumptive evidence of the truth of this statement, by the simple experiment of three hours of intense mental application, as contrasted with six hours of manual toil. The sense of weariness in either case will be an indication of the relative amount of nervous force expended, and the experimenter—if he has an eye to ease—will not be long in deciding in which direction his choice shall turn.

To the popular mind there has always been a very wide and false distinction between study and manual labor. It is one of the inveterate superstitions of the common people, that “ brain work ” is a species of ease, which some men, exercising greater shrewdness than their fellows, and taking advantage of their necessities, are wrongfully stealing from the public industries of society, and to which of course the brawny arms and toughened frame of the laborer are compelled to yield an unwilling service. But science reverses this judgment, and demonstrates that “ brain work ” is the most difficult of all kinds of work, and is actually attended with a greater waste of bodily tissue, than the protracted and heavy toil of the laborer in the field or the mechanic in the shop.

Nevertheless, it is a painful truth that this false maxim is in no small degree implicated in the great fraud and injury, which the evil of cramming entails upon the teachers and children in our public schools. Study is not work; and the children must therefore be driven through their tasks, for the whole six hours, or nearly, with all the speed and steam, which the most active, energetic, and exacting teacher can command. Possibly the teacher knows better, as in the case just alluded to in one of our Eastern cities; but the school

authorities are convinced that study is not work; and since this position of *otium cum dignitate* can be maintained only at the expense of the heavy burden of taxation, they are pledged to their constituents that a suitable return shall be made in the rapidity with which their hired servants shall drive the children through their books. Teachers therefore do bow to this maxim, and the process of cramming goes vigorously on, though they know that the tender and immature intellects of the children are carrying burdens heavy enough to crush the spirit of a man.

I do not wish to be understood as intimating that the children of our graded schools, as a matter of fact, study too much for their good; for the system, to the extent to which it is unnatural and oppressive, will unfailingly have its counter irritants in the listlessness and shirking habits of the children. But the painful truth is, that whether the pupil promptly meets the requirements of the system or not, whether he be dutiful or listless, prompt and faithful in preparing his allotted task, or dilatory and cabbaging in his habits, the mental and moral damage resulting is about the same. Too many branches are crowded into too brief a time,—subjects are undertaken in no natural order,—the routine is set over against any and all demands which the self-active intellect of the child may make,—the law of mental growth utterly ignored, the aim for the most part being to compass a given quantity of text-book information before the decisive examinations have come about.

Third. Text-books have simply conformed to this deranged condition of public sentiment, and the consequence is, they have been poured into the schools in countless numbers, each one rivaling the others, it would seem, in the general attempt to make all instruction technical and dull. The matter has been so fined up, and so parceled into paragraphs, and distributed in questions, and so daintily reduced to technical tit-bits and powders, that the child might as well almost be required to mold dry flour into statuary, or build up loose feathers into a fabric, as to get from his disjointed text-book a living conception of the theme it has in hand. As each branch has thus been crumbled, so to speak, to suit the mouths of the little ones, so likewise, have the several branches been set at wide reaches apart, so that in all this class of literature we know of no instance in

which the great law of the *consensus* of the sciences is at all recognized. I think, with Herbert Spencer, that all genuine culture must proceed according to this law. The branches pursued in the public schools, as their larger counterparts in the scientific world, have their points of interlacing and commingling which cannot fail to excite the inquiry, and arouse the latent energies of the youthful mind. In the present isolated condition of these branches, the mind of the youth very readily falls into a tread-mill, and the mechanical methods that are resorted to, to keep his interest aglow, are soon felt to be intolerably irksome and dull.

We must have text-books in our public schools. It is not the design of these remarks to hint, even remotely, the possibility of dispensing with them in our methods of instruction. In their most imperfect shape they are an invaluable aid to the teacher, and may be made an equally serviceable instrument in the hands of the children. But it is undeniable that, as at present constructed, they are forgetful of the office of the teacher, and are chiefly ambitious, it would seem, to invent some expedient by which the self-activity of the pupil's intellect shall be kept at bay. In many cases under the title of elementary works, they carry with them such a burden of fine print annotations, technical amplifications, and extended critical matter, that the original design is evidently smothered out in the execution. If it be insisted that this additional matter is inserted for the benefit of the teacher, it will be proper to ask, why insert it in a book that is intended primarily for the use of children? Why not let the teacher have a book especially adapted to his benefit, from which the one to be used in the class-room shall be really an elementary epitome? I can conceive no plan more judicious and rational than this, since in this larger work, the teacher could be fully furnished with all the information he may need, and the points indicated, and the methods suggested for stirring up the pupil's mind to such discoveries as it may be able to make for itself. Certainly, when the child's mind goes out on a tour of intellectual exploration undertaken in its own behalf, whatever attainment it may make, it will feel to be permanently and solidly its own; and, besides, enjoy the benefits resulting from the glow and exhilaration of pursuit, which if not the whole of education is certainly its grand preponderating

element. A text-book in the hands of a child, should contain only matter enough to be suggestive of lines of thought and research, which he may prosecute under the guidance of a teacher, to original and fresh discoveries of his own.

We await, therefore, with great anxiety such a reform in the preparation of our elementary text-books, as shall reduce the number and size of them, within such limits as will afford room for the individuality of the teacher to go out in untrammelled methods at the time of hearing recitations, and give scope to the self-active powers of the pupil. Brevity—*brevity*—is the great desideratum. The amount of ground over which the pupil is to be led, or pushed, presenting to him for the most part the appearance of a vast sandy waste of unintelligible verbiage and stuff, must be cut down, and made to smile with verdure, and swarm with living objects, among which the children may walk, and talk, and feel familiarly at home. The number of branches usually crowded into each grade, and to which the order of the school-room requires the children every few moments to be successively turning, must be greatly reduced ; and, from the scant material of the text-book, the teacher must learn, through repeated reviews and untiring recurrence to principles already mastered, to aid the pupils in building up a structure of their own.

I can see no way by which the evil of cramming, and the superficial training, so often and so justly charged upon our public school system, can be avoided except by some process of wholesale pruning among the text-books, and such remodeled Normal training for teachers, as will secure them, first of all, against the contagion they would avoid communicating to the schools. Both in the preparation of text-books, and in the methods of instruction adopted in the school-room, the grand controlling principle should be, that all genuine culture involves a process of mental growth, and that this law is especially applicable to the maturing mind of the child. It was this principle that the immortal Pestalozzi strove for a lifetime to install as a supreme canon in the pedagogical art, and which the most recent and reliable developments of the psychological and physiological sciences, only the more unqualifiedly commend to an absorbing place in all normal and just methods of instruction for the young.

INTUITIONAL AND OBJECTIVE TEACHING.

Progress in the art of teaching is indicated by certain marked epochs of reaction against the formalism of long established methods, and the discovery or modification of some underlying principle in accordance with which the existing methods are to be fashioned anew. The same law prevails here as elsewhere, the enthusiasm of the first stages of a newly inaugurated movement gradually succumbs to the conventionalism and mechanism of routine, when, the time having arrived for another step to be taken, a fresh discovery is enunciated and all the sluggish forces of the time are stirred into vigor under its quickening impulse and direction.

In the history of education no era is more distinguished than that which Pestalozzi introduced. This great philanthropist and educator originated the most signal reform in the training of young minds—the most radical, far-reaching, and philosophical that has ever been undertaken by man. The movement reaches down to our own time, and promises still more splendid results in the years to come. Like all noted characters who stand for the ruling ideas of the age in which they live, he “builted wiser than he knew.” He started on the assumption that all methods of education to be normal, should be natural, and immediately put his own hand to the work of revolutionizing the systems of instruction he found around him. This idea he would make supreme : The child is pre-eminently a creature of sense. It lives and revels in the objects around it, and therefore those objects, and not dry abstract names and propositions should be the material of its study.

Things, and not words, that was the motto. Give the child what it can see, and hear, and feel ; and from the known properties of such objects it will ascend by the common route of all true discovery to other attributes which are yet to be known. Pestalozzi plied his contemporaries with the question, how in the first instance is the area of human knowledge extended in any line of research whatever ? What is the law, what the process by which Newton, for example, found his way into the very arcana of science, and brought

out thence the grand revelations for which the ages had been waiting ? Of course it was easy to answer that Newton ascended from the known to the unknown. Here was the apple, and yonder the star. Terrestrial gravitation now known to be the law by which the apple falls to the ground, would apply as well to the apple whether it left its bough, here in the vale of Lincolnshire, or yonder, on the top of the highest mountain in the world. Perhaps that law avails for objects higher than the highest mountain, perhaps for the moon, perhaps for the stars ; and from data actually gathered from these flying planets, he figured it up and found it was so. Since the days of Bacon men were asking Nature questions, and she never had failed to respond eventually to their inquiries. And now the theory was, that the children, under the direction of a competent teacher, should make up their own discoveries in the same way ; should interrogate things until the law of their being had burst in upon their intellects, and the formula expressing the same had been made up by themselves.

The idea took entire possession of Pestalozzi ; and henceforth his whole life was given up to the work of drawing out and elaborating his scheme. It is a significant fact that his own efforts toward realizing his plan were for the most part a series of diversified experiments with the most disheartening and unsatisfying results. Failure followed upon failure, and yet his enthusiasm and depth of conviction only gathered fire and intensity from each successive disappointment. He organized schools and wrote books ; indeed, he sacrificed all he had and lavished out his life in the great reform. In order to gain the attention of the masses he subsidized fiction and embodied his ideas in certain tales of surpassing sweetness and power, which immediately took hold of the popular mind.

It will suffice to say that the system he inaugurated spread itself rapidly throughout the European States and extended itself into our own country. It practically gave to Prussia its peerless system of public schools which has been the pole-star of educationists in all other parts of the civilized world. Whatever of superiority that system has, it owes directly to the infusion of Pestalozzianism in it and to the new moral impulse which the whole work of popular instruction received through that movement. Commending itself to

the great minds of all countries, it was transplanted, almost within the life-time of its founder, to Prussia, Germany, Sardinia, Greece, Denmark, England and many of the colonies of Great Britain, and through the munificence of Wm. MacClure, and the labors of Jos. Neef, a disciple of Pestalozzi, it gained a foothold in 1809 on American soil, through a systematic, though somewhat inauspicious effort, in the city of Philadelphia. The system was introduced and modified in adaptation to the Anglo Saxon mind and character in the best schools of Canada, and the celebrated Normal and Model schools of Toronto sprang up as by magic at the inspiration of its touch. These schools were visited by Prof. E. A. Sheldon, of Oswego, New York, who incidentally found there the books published by the "Home and Colonial Society" on elementary instruction; these he brought home with him, together with pictures, and other apparatus used in illustrating the lessons, and such practical hints in organization and method as those promising schools afforded. There soon sprang up in that place under the enterprising and persistent labors of this indefatigable educator, an Institution, which, until the present time, has maintained the character of being the great center of objective teaching in the United States. Thence in all directions, in schools of all sorts, Normal Schools, Schools of applied science, Institutes, Teachers' Associations, Academies, Colleges, indeed everywhere, the system has taken more or less root. In the public schools especially the whole system of primary instruction has been revolutionized by the introduction of these methods, and the higher departments of our graded school system have felt the same refashioning influence to an extent scarcely less perceptible.

The whole movement has been largely abetted by the predominating scientific tendencies of the age. Simultaneous with it, or perhaps constituting with it an integral part of a general movement of modern society as a whole, there occurred a revival of science; and so gigantic have been its strides, and so wonderful its revolutions, that all things seemingly have bowed to its supremacy. Even the higher ranges of psychological thinking have for a time succumbed to the newly installed and confident formulas of the indefatigable scientist, demanding that the world, society, God and the soul, shall

alike be subject to the regnancy of his laws. What, therefore, more recently has been called the scientific method is but the old Pestalozzian Objective Method matriculated in the new era of science. Immense treasures of intellectual wealth have been brought into this common store-house, and the leading scientific minds of the age are committed to give it whatever increase of opportunity and extent of range their influence will afford. It was the aim of Pestalozzi—a dream rather, which modern scientists have with varying success attempted to actualize—to classify the sciences in such natural order as should conform to the successive stages in the development of the human mind, and thus secure for the system an application to all the higher branches of a broad and scientific culture.

As our young State has already displayed a deep interest in this movement, and has made systematic efforts toward the realization of its advantages, it may not be amiss in this connection, to indicate some points in which the system will admit of a more liberal construction.

There are certain obvious benefits which lie always within the embrace of this system, wherever teachers have the energy and skill to carry it into practice. These the good heart and great genius of Pestalozzi enabled him to see, although neither in theory nor practice was he ever able to give them any fitting illustration to the world. For example, the child from the earliest days of its tutelage, being required to see for itself by the aroused activity of its intellect, the attributes and uses of objects, and to advance only as it sees them, the besetting evil of high pressure progress will be avoided, and there will be a very happy and natural adjustment, of the forms of instruction to the slowly unfolding stages of development, in the mind of the pupil. The memory will not be cultivated at the expense of other faculties, nor overtaxed and weakened by crushing loads of mere verbal rubbish. The perceptive faculties will get the sharpening they require, and the powers of observation be trained to just those habits of accuracy and patience of investigation which the occupations and duties of active life will most urgently demand. The pupil being assisted by the teacher, only in a limited degree, is stirred to self-activity, and a genial excitement renders his school hours pleasurable, and he is almost imperceptibly

drawn into those habits of self-command and confidence, which may be defined to be education in brief. We find also music and drawing, and the systematic culture of the physical powers coming into such places of prominence and importance, through the agency of this system, as they would not otherwise have attained.

Indeed, it must be confessed that whatever may have been the original defects of the system, both as to philosophy and method, our whole scheme of popular instruction, and the teacher's art generally, is more largely indebted to this reform of Pestalozzi, than can be drawn out and indicated in words. It has established the principle, which if advocated as a hobby, must still be held as the hobby of hobbies, that all just education must aim at the uniform and harmonious development of all the bodily and spiritual powers of the child. "The science of education is a theory of stimulation, or the right application of the best motives." "The development of man commences with natural perceptions through the senses; its highest attainment is intellectually the exercise of reason; practically independence." "The means of independence and self-maintenance is spontaneous activity." "Practical capacity depends much more upon the possession of intellectual and corporeal power, than upon the amount of knowledge. The chief aim of all education should therefore be the development of these powers." In brief, Pestalozzianism contemplates, as the end of all educational methods, the *the training of the pupil to spontaneous activity, by means of knowledge acquired by the perceptions*. Above all, the system is capable, when generously and skillfully managed, of awakening the pure sensibilities of children and bringing them upon such terms of respect and affection for the teacher, as will make it easy for him to preserve the parental elements of his office, and maintain in them the moral and filial feelings they should never lose. This is a point upon which Pestalozzi laid special emphasis, and to which indeed the very genius and machinery of his system was made to conform.

But notwithstanding the large measure of success this system has had, and its unquestioned capacity for still grander and more permanent results, it is a fact worthy of notice that, in this country at least, there is a prevailing sentiment of disappointment in its use. Why this is, it is somewhat difficult to say. Sometimes the fragmentary

and unsystematized manner in which the methods are introduced is considered the chief source of failure in their use ; sometimes the want of enthusiasm and trained skill on the part of the teacher ; at other times the absence of apparatus and such appliances as should be conveniently at hand when the living senses of the pupils are to be almost exclusively addressed ; and not unfrequently the whole difficulty is charged upon the readiness with which teachers fall into the blind use of the text-books prepared to illustrate the methods—reducing to dull word-routine a system which claims it as its special distinction, that it is free from that particular kind of thralldom. Generally, there is no disposition to impute blame to the system, but rather to those who, without capacity, attainments, or disposition, assume to practice it in the school-room. It is also hinted, in certain quarters, that no exclusive scheme of education, no specified methods of instruction, should be allowed to dominate in the school-room ; that the life of the teacher, his character, his insight, his tact, his experience, and all those personal traits and attainments which go to make up the sum of his qualifications for the work, must supplement, and may be safely relied on as an adequate equivalent for, any method that may be thought conducive to the good of the pupil. And it is to be granted that all fixed methods do readily and imperceptibly glide into conventionalism and form, and thereby become a clog to all true development in the pupil, and a horrid incubus upon the spontaneity and inventive skill of the teacher. But here is a system that aims to arouse the spontaneous activity of the child, and both in theory and method professes to compass that end by stimulating exactly the same exercise in the teacher. It must be borne in mind that Pestalozzianism is a systematic effort to relieve the teacher and save the pupil from the blight of conventional methods in the school-room, by suggesting such forms of instruction as are capable of infinite expansion and freshness ; and if Pestalozzi and his followers have unwittingly fallen into the evil they set out to avoid, certainly the underlying principles of the system they projected cannot fairly be charged with the result.

Perhaps an examination of those principles will reveal certain points wherein the system is capable of such healthful expansion, as will give it a wider application and a fresher interest with those who

in a measure have felt themselves baffled in its use. It has been facetiously said of Pestalozzi, that it was his grand mission to teach ideas and not children. No juster estimate could be made of him, and yet we have, in this fact, an intimation of the source whence numberless evils may have taken their rise. If the impulse which that great man gave to the educational enterprise of mankind, was almost wholly theoretical, reaching so far, and penetrating so profoundly into the very heart of civilization, we should expect that the practical minds, springing up in the wake of so powerful a movement, to give it shape in methods and reduce it to some sort of a working system, would be in danger of accepting too implicitly the theoretical postulates of their leader. And then, also, it will follow, that methods outwardly embodying principles that are not in conformity with the nature of things, and which will not hold their ground before the progress of discovery, will nevertheless have gained, in process of time, a right of pre-occupancy in the veneration and esteem of those who have used them, and will be very difficult to dislodge even after their theoretical props have slipped from beneath them. Still another impediment is in the way. When science has brought new truths to light, and the masters in any system have come to that stage in their practice, where they feel that their regime is somehow out of proportion with the line of discovery in their pursuit, and precisely to that extent, behind the age, becomes often a problem of most intricate solution as to how the corresponding advance in practice is to be made. This I conceive to be the embarrassing attitude in which the objective method now stands. The strictures I make, however, are not intended in the spirit of detraction, but are offered as suggestive of certain lines of theory now circumscribing the system, but which may be pushed forward to more comprehensive results.

We observe then that according to Pestalozzi, the beginning of all knowledge is *observation*; and the last point to be obtained is to secure a *clear notion* of the object observed. To use his own language, "if I look back and ask myself what I have really done toward the improvement of the methods of elementary instruction, I find that, in recognizing observation as the absolute basis of all knowledge.

I have established the first and most important principle of instruction, and that setting aside all particular systems of instruction, I have endeavored *to discover what ought to be the character of the instruction itself, and what are the fundamental laws according to which the education of the human race must be determined by nature.*" The scope of this announcement will become apparent when Pestalozzi indicates the extent to which he trusts observation for all the elements of knowledge. Accordingly we find him insisting: "That observation is the absolute basis of all knowledge, in other words, that all knowledge must proceed from observation, and must admit of being retraced to that source." Now the utmost we can say is that all our elements of knowledge are related more or less directly to the material furnished to the mind by its perceptive faculties, but not by any means that they are all capable of being retraced to that source. Let us put this principle to the test and see if it is true.

The attainment of clear notions or adequate conceptions of things is the coveted goal in this system. A notion is a conception, and a conception is a *scheme* of thought which will include all the particular objects of a class, but will not specifically answer to any one of them. In the analytical study of objects, which in the original Pestalozzian formula, was limited to number, form, and language, with observation as the absolute basis of all knowledge, the pupils way could not be prepared to any such general scheme of thought, because the fundamental canons of the system would not admit of it. What the child could see, and hear, and feel, and having thus apprehended could name, was theoretically the finished material of his knowledge. The processes of abstraction and generalization, which the mind spontaneously adopts in arriving at clear conceptions of things, or what is the same thing, comprehensive *schemes* of thought for a just classification of things, were not taken into the account; and it is feared that subsequent efforts have not much extended these original limits.

This maxim that observation is the absolute basis of all knowledge is a beguiling one, and capable of narrowing any sphere of thought, and rendering it untrue to nature. It will be remembered, that Pestalozzi in enunciating it, does not confine it in its application to ele-

mentary instruction, where, by common consent, its free use is most fruitful of good results; but he makes it "the fundamental law according to which the education of the human race must be determined by nature." No doubt these schemes of thought must be generalized from diverse acts of observation, and, without the intelligent exercise of the sense-perceptions, could not result, but objective teaching in the design of its original founder, had not this scope. Absolutely, observation will not furnish a thought-form capable of covering all the particulars of a class, but fitted to none. Superadded to the act of perception there is a distinct mental operation in conception, which is not referable to this origin. There is what has been technically called a *connecting process*, in which the mind, ceasing to be an observing agent, becomes a discursive energy to put together observed phenomena into an inclusive substance or nature, whereby the flitting appearances of the senses get to be real and substantial entities. The cry, therefore, for "real things," as the effective instruments for the education of mankind, as determined by nature, is one which we may justly heed, provided observation and the sense-perceptions shall not be held as the exclusive and immediate source of this element of *reality*, which gives to things their superior educating power in the world. An error here will, at least, greatly narrow the range of a system otherwise comprehensive in its aim, and grand in its results.

Of one thing we may be certain—notwithstanding the ascendant thinking of the age has done its best to undermine the position—that the *concept*, to use the terminology of the schools, is the intermediate ground for the intuitions of Perception on the one hand, and the intuitions of Reason on the other. All the elements and materials of our knowledge are intuitive in their origin—Reason furnishing her stores from above, and the Sense pouring in her products from below. In the conception, these materials commingle and are elaborated, arranged, and made permanent by those mediate, symbolic and logical processes, without which they would be formless and void. Now it seems an aim sufficiently grand and inspiring to originate a system of instruction, that shall recognize these higher and lower intuitions, as the exhaustive inlets of our knowledge, and shall so arrange its methods, that the child from the very dawn of its being

may get the benefits of such a system; but a movement that systematically shuts up the higher avenues of the Reason, with the design of limiting the child, for its material, within the circumscribed range of the senses, and attempts, in this way, a scheme of education most conformed to nature, and best adapted to the harmonious and complete development of the unfolding powers of the mind, a movement deliberately conceived with these limitations, and thrown into this groveling world, would merit our prompt and unqualified denunciation.

The very term objective teaching is unfortunate, as it carries with it a kind of implied acquiescence with the absolutely materialistic and blighting theories of Rousseau, and seems to be in conspiracy with the more plausible and scientific efforts of the modern physiological school, who would exclude metaphysics altogether from any participation whatever in our educational schemes. It is to be regretted that the broader appellation, *Intuitional Instruction*, had not in the early stages of the movement supplanted a term which was practically a misnomer to begin with, and which has, all along, only betrayed the movement into the hands of those who cannot safely be entrusted with it. The name, as we shall see in the remarks that follow, is a most valuable and indispensable auxiliary to a right conception of anything, and if it is an adequate embodiment of that conception, will hold present attainments steady, until the line of discovery has gone out into ampler fields. Intuitional Instruction would have more aptly designated the reform as it took shape practically in the hands of Pestalozzi, and his disciples, and would have saved the movement from the long felt incongruity and embarrassment of a lofty aim, shut in and kept back by the partial, theoretical formulas in which it was conceived.

The mind gets all its materials in the exercise of its intuitive faculties. But the Reason is an intuitive faculty as well as the Sense. Unhappily, at the time the objective method was originated, this fact had not yet fully asserted its claim to acceptance, and in the reactions of these after-days, it has been systematically ignored and denied. Nevertheless, all earnest and cultured educators who have had the courage to test the validity of psychological statements in the practical detail of their profession, must unite in the protest, that, if the

objective method is the exponent, in the sphere of pedagogics, of the philosophical views of such men as John Stuart Mill, Herbert Spencer, J. D. Herbert, Huxley, Bain and Maudsley, it has no right to exist a single day in the school-room. The announcement may have the tone of dogma, but it is made with no disposition to under-rate the extraordinary and very valuable scientific labors of these gentlemen, or to subject their theories to any species of *ad captandum* review. Having listened patiently to every plea they have to offer, for making the material world alike the source and receptacle of all mental power and product, we cannot allow that these last and most brilliant champions of the sensational school, have in the least degree, invalidated the testimony of consciousness, or abated one jot from the reality and authority of those great first truths which the Reason as organ affords.

The very vagueness of the theoretical results which these great scientists offer to us, as a substitute for the rational intuitions we cherish, is *prima facie* evidence against them. The mind has no compartments they say,—no faculties—no diverse organs, through which its activities are played forth in definitely ascertainable ways. Both the associational and cerebral psychologists resolve all mental activities and products into the single power of the *association of ideas*, and beyond this they think all alleged discoveries concerning the nature and constitution of the human mind a deceptive play upon empty words. Association is the soul's single function and the solitary law of all its ideas. Where, then, are the boasted *a priori*, fundamental, necessary truths with which we thought the higher insight of Reason supplied us, and which we have been accustomed to regard as material for knowledge infinitely more substantial and abiding, than the fleeting phenomena of the senses? Are they lost in the single principle of association, itself not an active exercise of a self-asserting, conscious *ego*, but simply a mode of reflex mental or nervous activity, responding to some impression made on the sensorium? Space, time, substance, cause, reciprocal action, all our cherished ideals of perfection,—the good, the beautiful, the true, God, the soul, immortality, and all those lofty sentiments which we thought the creative energy of the mind was capable of infusing into the otherwise meaningless products of imagination and fancy,—is there

no organ for these? Then, indeed, must they be relinquished as valid elements in any scheme of instruction, and in their stead, we must fall back upon the "inseparable association" of John Stuart Mill, or upon the same principle exalted by a "fixed tendency to recurrence" to the ultimate authority of *a priori* truth, as advocated by Herbert Spencer.

There is still one other alternative, but it is more revolting than all. We may take the doctrine of the correlation of physical forces as our guide, and, regarding the soul as the metamorphose, or highly differentiated equivalent of the nervous energy of the brain, we may find in what is termed "the coaction and coalescence of nerve movements and nerve cells," the solution of our difficulty with reference to these primary beliefs. They are the automatic discharges of nervous energy over certain "well-worn paths" in the cerebral domain, which for aught that appears in the speculation, were opened by accident. This view, however, is too grossly material to be for a moment entertained, and, is additionally disreputable, in the fact, that it has purloined its psychology from sources in which the entity of spirit has some sort of formally recognized right to be. To these sources the various schools of associationalists, who are certainly most active and fruitful in their educational devisings, at the present time, who are urging many salutary reforms, and who aim at the entire reconstruction of our educational methods, upon the basis of what they are pleased to denominate the *scientific*, in distinction from the *metaphysical* view of the human mind,—to these we must attend, as, at least, entitled to considerate treatment on premises, where they are accustomed to assert their right supreme.

It is evident that the "Herbert Spencer Seminary," at Eagleswood Park, N. J., inscribing the "*Natural Method*" on its banner, must proceed upon the assumption that the psychological principles of this profound thinker, will furnish the natural method in accordance with which its instruction is to be imparted. Objective teaching, no doubt, will be skillfully practiced there, but intuitional instruction, in any broad or just acceptance of the term, is shut off, by a foregone advertisement, from even a right to be held on trial in its classes. And yet there can be no objection to Herbert Spencer, or any other of the scientific galaxy, becoming the presiding genius

of our educational system, provided only that such regnant thinker can make it clear that his philosophy will certainly bring down the "natural method" to the world. The natural method is a method in conformity with the nature of the child. Is the child a compact physiological unit, or is it a compound being made up of body and soul? Our methods in the school-room will be at points of the direst antagonism, according as we take the one or other of these hostile positions. With John Stuart Mill "there is no world but matter," and with Herbert Spencer, the logical nadir of his system gives us nothing more.

I am not now intent to say that the theories of inseparable association, and automatic nervous action, have not made invaluable contributions to the pedagogics of this century. Just the opposite of this I believe to be true. But when it comes to putting forth an exclusive claim to the "natural method" based upon a psychology which has it as its special distinction, that it has destroyed all confidence in the existence of any substantial spiritual entity, and interdicted science from any wider field than that of the flitting phenomena of the sense; which scientifically annuls the immortal person we thought the child to be, and shuts down and smothers all those elements of infinity, which, in the shape of absolute ideas, we thought his higher intuitions were able to embrace; when such theories of human nature arrogate to themselves the right to prescribe to the school-master the natural method *par excellence*, no sense of indebtedness for profound discoveries in the relation of ideas or the residual habits of the nerve cells in their centres, should withhold us from entering our most emphatic protest.

It is no fitting place to enter into a defense of fundamental truth. My aim is simply to indicate certain sure tokens of incapacity, on the part of the associational theories, to take our educational methods fully and finally into their hands. It is evident that the training of our children, to be solid and true, should exercise them with the "real things" which was the watchword of the old Pestalozzian system. But suppose now that those ideal things which we have been accustomed to consider the solid abiding elements of the world of mind—eternal verities, coming down to be the informing law of all the gathered experience of the senses, and make the dead product alive with the

creative energy of a self-active and world subduing spirit, are now vaporized into the mere formalities of thought, which may or may not be as they are, according as the caprices of association may turn them this way or that—how then shall we have heart to inspire in youth a high purpose to grapple with the phantasmagoria of an illusive dream. “John Stuart Mill resolves the belief in any necessary truths, even the simplest mathematical postulates or axioms, into inseparable association, and gravely suggests that their opposites would be, and appear just as axiomatic to a community differently trained.” Herbert Spencer in effect does the same, “when he makes the *a priori* necessity under which he accepts the necessary truths to be itself the product of a tendency first acquired by frequent association, and then augmented into an inseparable connection, which, being transmitted with increased force through many generations of material and cerebral organisms, reappears at last in the form of *a priori* knowledge.”

There is therefore no absolute truth, according to this system, no infinite ideals to be hung up before the children, no ocean of immensity upon which, as tender but hopeful adventurers, they are invited to launch. The “natural method” will discourage all such unprofitable dreaming, and hem the pupil in to just that range of sensations which the present stimuli will produce, and such other logical product as association may conjure from this disjointed material.

Poetry, and the deep revealings of human language, and history; all those humanities with which literature and art are conversant; the hints caught of eternity, and the enduring life in the expanse of which the universes nestle, and all finite intelligences float and are happy; the principles of morality and religion, strong and deep elements in human nature, find no legitimate place in a system whose sole material is sensations, and the association in which these sensations have come to dwell after long and fortuitous fellowship with each other. Phenomena! that is all; the rest has fallen under the ban of science, and there is absolutely no scope

—“ For those first affections,
Those shadowy recollections,
Which be they what they may,
Are yet the fountain-light of all our day,
Are yet the master light of all our seeing,

Uphold us, cherish, and have power to make
Our noisy years seem moments in the being
Of the eternal Silence : truths that wake,
 To perish never—
Which neither listlessness, nor mad endeavor,
 Nor man nor boy,
Nor all that is at enmity with joy,
Can utterly abolish or destroy !”

That method is not natural which concentrates force wholly upon the powers of observation and reflection in the pupil, turning over meantime the whole ideal side of his nature to blank barrenness and neglect. Whatever benefit may accrue to these world-ward faculties that wait upon the senses, and are thus sharpened to see accurately and profoundly the likeness and differences of things, it is a poor return, a very sorry compensation for the systematic dwarfing of the higher nature, which must with equal pace have proceeded with its work of death. For where is the soul ? Phenomena being the absolute limit of all scientific research in this direction, how shall the school-master know that his pupils have souls, when, lest he shall blunderingly regard them as separate, personal, self-conscious, spiritual beings, he must constantly repeat the formula of his school, that “the mind is a series of feelings with a back-ground of permanent possibilities of feelings.” The faculties are gone. The self-activity in which Pestalozzi believed, and which he framed his methods to evoke, is reduced at last to cerebral responses to impressions on the nervous system. Substance and being have alike gone down into the inanity of mere “possibilities,” prepared for them in the new philosophy ; there is neither solid objectivity to the universe lying without, nor true personality to God and the soul within ; where, then, are there any “real things” with which our educational methods may make themselves the instruments of power. The child is only a “possibility,” a little, restless back-ground for a series of sensations that may float into the brain. And if he lay his hand on an apple, in his object lesson, it will be with no allowed suggestion of the fruit in Eden, or the kindly pippin that left its bough in Lincolnshire to tell the great Newton of the revolving stars ; or the shimmer of autumn orchards ; or the rollicking twilights of winter

parings. These are not sensations, and worst of all some of these scenes involve the recollection of past sensations, and the fact of personal identity meanwhile subsisting ; and on this rock John Stuart Mill confesses that his system foundered.

But the apple is a substance ; and, instead of looking immediately upon that underlying substratum which the senses will not reveal, and which we long had thought there was a high spiritual organ to see, we must now hold for ourselves, though the child had best not be taught it, that substance is nothing *per se*, no more than the sky is the azure gauze our childhood conceived it, but only an ideal abstraction that has worked itself into inseparable connection with the qualities perceived. Does it suffice to be told that, for all practical purposes with the children, it is enough that the sensations are real, and enough to know that the utmost care and judgment will be requisite in their training, to ensure the future usefulness and happiness of their subject in the world. But so neither the boy's consciousness, nor that of the man will testify. The moment intelligence dawns, there are both qualities and substances for the child, the one as really and validly as the other. Are there two sets of faculties to take cognizance, intuitively of phenomena and being respectively, then, must these faculties be recognized as equally constituent of the nature of the child, and equally entitled to a share in the methods of instruction we adopt.

Once more. In putting in a plea for Intuitional Instruction we design no detracting or curtailment of objective teaching, but only its timely release from the limitations to which the associational theory would confine it. Intuition is an immediate beholding ; and it works a tremendous difference upon our methods, and involves little less than the entire *morale* of the profession, if the tenet of a higher intuitive faculty co-ordinating a lower be accepted or rejected. All admit the immeasurable superiority of that method of instruction which first puts the concrete within reach of the apprehending intellect, and provides it thus with the material on which its reflective powers may work out whatever result they can. The simple and even unsystematized object lessons of the primary school are productive of more healthful and permanent results both as to discipline and furnishing, than can be attained by the most rigid drill in

the hum-drum of words, or the most brilliant fusillading in class regime. Chemistry learned by actual experiments in the laboratory, is more thoroughly mastered than if attempted in the memorized forms of the text-book, and meantime, the sweetness and normal enthusiasm of the spirits are kept up,—an advantage which no instructor can afford to lose. And so on—the qualifying clause must be inserted—whenever the nature of the study is such that the objects under consideration can be immediately present to the senses. But shall this concrete, so valuable as an educator, have no further reality for us than mere sensation can insure? Condillac so thought; John Stuart Mill repeats; and Alexander Bain is emphatically of this view. This whole school more or less implicitly teach that reflection is but transformed sensation, and that all mental endowment and all mental product are limited to this. Is it so? Witness the result.

First, the very scientific form into which these savans would have our knowledge cast, cannot, for want of substance, command our confidence for a single moment. Science! Science! says Herbert Spencer, alone is adequate to the ends of complete living in the world. Even the moral instruction we would communicate to our children, according to this subtle reasoner, avails only as it comes to them in a thoroughly scientific shape. But now what chance is there for science when all absolute truths, all informing ideas, all conditioning laws have vanished under their logical vivisections. Take, for example, this discursive region of the mind in which they delight to revel. "There are but two roads," says Mr. Mill, "by which truth can be discovered; observation and reasoning; observation, of course including experiment." One can imagine how happily that declaration would have expressed the exact truth if, instead of saying "reasoning," the term Reason had been used; for the simple fact is, that without the aid of some faculty for final causes and such like conditioning ideas, all discovery of truth would be absolutely beyond the capacity of man. Reason is not reasoning. If the terminology does not tally with the code of precision prevalent in the schools, it will nevertheless answer, as a sign in language, of the conscious difference all men discern between the *matter* and *form* of their knowledge. All logical processes can simply give form to unshaped materials brought in from quarters outside of the

sillogism, and belonging, as we think, to two contiguous worlds. No doubt the experimenter will be overtaken by his discovery, in the midst of his experiments, and then the temptation will be to credit it to a series of sensations, and the magical wonders association has wrought among them. But attend to the process. One conception is predicated of another, and then, if this be what metaphysicians call an analytical judgment, there is no new matter added to the fund of our knowledge. But in the process of inductive reasoning, the mind is seeking for new and more comprehensive conceptions than it now possesses. All its discoveries are made in the effort to ascend from the known to the unknown. But whence this effort?

No advancement in science is made by keeping the reasoning faculties in the stilted round of analytical judgments, but only in the exercise of a faculty for *prevision* in some measure common to all men. And now what is the faculty for prevision? Newton, from the known law of terrestrial gravitation in the falling of an apple, *leaps*, so to speak, to the stupendous discovery that it is the same force that binds up the sweet influence of the Pleiades and looses the bands of Orion. Franklin gets the intimation from the spark emitted from the Leyden jar, that possibly the force imprisoned there is the same that flashes in wave-like sheets and zig-zag lines along the face of the cloud, and then, by making it come down from its thunderous chamber in the storm, he actually identifies the subtle thing, and proves that his ingenious surmisings were true. Now is there no divine element in these guessings of genius? or if that be too strong a term, is it not fitting to ask whether in the dull round of premise and conclusion, these stupendous revelations could have been made to the world? Association has something to do; experiment paves the way. But what of that inward *conatus* that turns the eye of genius in the direction of undiscovered law. "On what ground and by what evidence do we proceed from the known to the unknown?" On what principle is the mind assured that "the facts which have been generalized from the past must necessarily hold good in the future." Goethe in his study with the meagerest stock of generalized facts in his mind, by the sheer force of the insight of genius, sweeps round and beyond all known phenomena of vegetable life, and brings to light the new and startling fact of the metamorphosis of plants. The hint he no doubt got from certain associations

among existing materials already in his mind. But what is involved in a hint, that it should flower out into a prophecy? Are there not *a priori* elements lurking in the process, which no amount of ratiocination can afford?

It would be singular presumption, at this late day, to utter one word derogatory of the inductive method, as the normal, natural way of extending the limits of our knowledge, or transmitting to others that which is to be known. But induction means nothing, if it does not imply an intuitive perception and confident prevision of great, stable laws which God has enstamped on his universe. "O God!" says Kepler, "I think thy thoughts after thee." It is a remark of Prof. Porter, that "The language so often used that man is the *interpreter of nature*, that nature has her *methods*, her *economies*, and her favorite ways, implies that in all these judgments there is a belief in the constructive or arranging process of another mind. Even those who insist that we may not assume that there are ends or designs to be interpreted, constantly employ such language. But all inductive philosophers do assume this in their theories, their surmises and anticipations; in every *prudens questio* which they propound. The more gifted acknowledge it distinctly, and assert that they commence with the spirit of nature, and that nature whispers to them often of her secrets."

Another of our most profound thinkers thus eloquently expresses the same idea: "The inductive method sometimes called the Baconian, is commonly represented in a manner that would make the philosopher the dullest of beings, and philosophy the dullest of all drudgeries. It is merely to classify facts on a basis of comparison and abstraction—that is, to arrange a show-box and call it philosophy! No, the first and really divine work of philosophy is to generate ideas, which are then to be verified by facts or experiments. Therefore, we shall find that a certain capacity of elevation or poetic ardor is the most fruitful source of discovery. The man is raised to a pitch of insight and becomes a seer, entering into things through God's constitutive ideas, to read them as from God. For what are laws of science but ideas of God, those regulative types of thought by which God created, moves, and rules the world? Thus it is that the geometrical and mathematical truths become the prime sources

of scientific inspiration ; for these are the pure intellectualities of being, and have their life in God. Accordingly an eloquent modern writer says, ' I am persuaded that many a problem of analysis of Kepler, Galileo, Newton, and Euler, and the solution of many an equation, suppose as much intuition and inspiration as the finest ode of Pindar. Those pure and incorruptible formulas which already were before the world was, that will be after it, governing throughout all time and space, being, as it were, an integral part of God, put the mathematician in profound communion with the Divine Thought. In those immutable truths he savors what is purest in the creation. He says to the worlds, like the ancient, ' Let us be silent, we shall hear the murmuring of the Gods.' "

Any other conception than this, we may rest assured, must have a damaging effect on our methods of instruction. For, if the line of discovery advances only through sensations and their associations, then that must be the normal method in which instruction should be imparted to our children. That it does not, we think, we do most confidently know. But that we may not seem to be fettered by the *inquisitio sterilis* of Bacon, let us proceed to notice how practically such detriment will result.

Fortunately here the history of the objective method can give in its own testimony. Bound up slavishly to the formula that all knowledge is based on observation, and is capable of being retraced to that source, it must soon fall into the tread-mill of mere analytical judgments, and betray its shackles in the dry round of affirming and repeating the known qualities and uses of objects. The attributes of things will be drawn out into such attenuated thinness—the anatomizing will so dissipate the life in its probings, that soon the listlessness of the children will reveal the fact that the poetry of the thing is gone. " Nothing ever comes through a process of analysis thoroughly alive." One of Pestalozzi's eminent adherents thus speaks of precisely this defect as constantly besetting his system. " Simplification was carried too far, and continued too long. The mind became so accustomed to receive knowledge divided into its most simple elements and smallest portions, that it was not prepared to embrace complicated ideas, or to make those rapid strides in investigation and conclusion, which is one of the most important results of a sound

education, and which indicates the most valuable kind of mental vigor, both for scientific purposes and for practical life."

When the fortunes of this system became subsequently attached to the theory of the associationalists, it is easy to see, this disability stood in no hopeful attitude to be relieved. As a matter of fact, the more science unfolded her stores and the greater the trophies of the wonderful era, which she seemed almost to have to herself, the more superincumbent and bigoted she became in demanding that this allied psychology should dominate and circumscribe the entire course of human culture. And as the theory of association is obviously not commensurate with all the mental processes involved in inductive reasoning; since association is not conception, and will not stand for the universal and necessary truths implicated in conception; for substance; causative energy; time and space; design, etc.; since it is a bald, negative, empty, and for aught that appears, capricious relation between sensations, we can determine beforehand that if it will take the objective method too intimately into its confidence, it will even more thoroughly settle upon it the defect in which it started. Perhaps in despair of making the special sciences the material of objective teaching, in the elementary departments of a course of instruction, the teacher, even whilst yielding his unqualified homage to the methods of science, will be postponing its demands, or suffering his exercises to go hither and thither as his whim may suggest. And such has been the case. Teachers find no encouragement in this system to give the mind of the pupil liberty, after a limited induction, to leap to its conclusions. Those conclusions we may be sure will be names, expressive of some great law of classification, or possibly of some immutable principle of order, that holds in harmony the world of matter and the world of mind. These are abstract ideas, valuable not as eternal verities—not, as Agassiz would have us believe, the *interpretation of the thoughts of the Creator*, but as the fitting *termini* of the ever shifting boundaries of human knowledge. "The thing before the name," will now mean more than ever, that the name shall have the least element of generality in it possible, lest the mind should superstitiously fix upon that as stable which is as shifting as the sands of the sea. The powers of observation will be sharpened to distinguish and define the phenomena in

their minutiae as they present themselves one after another in the panorama of fitting sensations; but the inventive faculty, the creative energy of the mind, that higher endowment of the spirit, by which it *comprehends* what it has *apprehended* into schemes of thought, archetypal of the genera and species of things, or that larger whole called the universe of God—what Coleridge so aptly designates the eisemplastic power of the intellect, can have no recognition, and of necessity no discipline, in methods which speculatively deny the reality of anything beyond the region of the senses.

How much of genuine culture shall in this way go by default, and how fearfully unnatural and abnormal the resulting one-sided development must be, we can well imagine, if we forecast what must ultimately be its effect on the character as well as the intellect. Mr. E. P. Whipple has seen this, and gives it a most felicitous expression, "The form and superficial qualities of objects the mind perceives; their life and spirit it conceives. Only what the mind conceives, it assimilates and draws into its own life;—intellectual conception indicating a penetrating vision into the heart of things, through a fierce, firm, exertion of vital, creative force. In this distinction between perception and conception we have a principle which accounts for the limited degree in which so many persons grow in intelligence and character."

We cannot now trace the history of this movement with reference to its very noticeable disparagement of all forms of religious instruction whatever; suffice it to say, that, keeping always before it, in theory and aim, the one ambition of being what its name imports, "the Method of Nature," it will, in all stages of it, look with discountenance upon the supernatural, as upon all the absolute ideas of the older metaphysics. As science pushes forward for the chief places in the curriculum of the higher institutions of learning, pressing aside the old methods of culture in which God, and the self-active, immortal soul, are held as legitimate subjects for the insight of Reason, it will likely be Science baptized with Comte's spirit of abhorrence of final causes, or, under the flush of Darwin's supposed vanquishments in this field of priestly superstition. That which was felt in an early day to be an incubus on the methods of Pestalozzi, has only tightened its grasp and become more desperately exclusive

of all material specially religious, in the scientific methods which now assume practically to absorb the pedagogics of this century. How like a prophecy do these strictures made upon the labors of Pestalozzi, by one of his admirers, thirty-three years ago, come home to us now, as the evil indicated is assuming among us a more serious and formidable aspect than ever. "But above all, it is to be regretted that in reference to religious education, he fell into an important error of his predecessors. His too exclusive attention to mathematical and scientific subjects, tended like the system of Basedow to give his pupils the habit of undervaluing historical evidence, and of demanding rational demonstration for every truth, *or of requiring the evidence of their senses*, or something analogous to it, to which they were constantly called to appeal in their studies of natural history." In the hands of John Stuart Mill, and Huxley, who assume more particularly, in our day, to give character and direction to our methods of instruction, this fearful defect must become more hopelessly fastened upon the system, for the former does not scruple to avow that "we know of no world but matter, and in this we do not find God ;" and the latter, in spite of his deference to the common modes of thinking, and his elite coquetry of the ordinary forms of religious consciousness, sets up his materialistic formulas as the valid standards of religion, and plainly indicates that she shall come to her goal only when she shall see the necessity "of cherishing the noblest and most human of man's emotions, by worship 'for the most part of the silent sort,' at the altar of the Unknown and Unknowable."

As, however, my object is to reclaim the system from the one-sided and fatally partial and crippled condition, in which it must linger, so long as it is theoretically narrowed to the intuition of the sense, I must not detain on this religious, or rather irreligious feature of it, as it will be seen to be readily referable to the same general want of scope, to which all its other disabilities are equally due. The system wants *scope*, and these suggestions are intended only as indicating the direction in which a more ample field for it may be opened out.

We turn now, and finally, to the relation of the system to *language*, as furnishing perhaps the most impressive illustration of

instinct outriding logic, and practice taking forcibly what a niggardly theory denies. Pestalozzi's comprehensive formula was, "Number, Form, Language," not dreaming that his theory of a sense basis for all our knowledge must push the hither compartment of his tripartite structure out into the gulf. Karl von Raumer, a pupil of Pestalozzi, and subsequently Minister of Public Instruction in Prussia, thus justly criticises this defect in his system, "Language has nothing to do with observation. Why should I not be able to form a perfectly correct notion of an object that has no name—for instance, a newly discovered plant. Language only gives us the expression for the impression of the senses, in it is reflected the whole world of our perceptions. 'It is,' as Pestalozzi rightly observed, 'the reflex of all the impressions which Nature's entire domain has made on the human race.' But what does he go on to say? 'Therefore I make use of it, and endeavor by the guidance of its uttered sounds (in the dictation exercises which he carried to such a height in the school-room), to reproduce in the child the self-same impressions which in the human race have occasioned and formed these sounds. Great is the gift of language. It gives to the child in one moment what nature required thousands of years to give man.' " To which high eulogy on language Raumer very archly responds, catching the great Reformer off his guard, and convicting him of a very grave error in philosophy, and a most downright contradiction of his own reiterated principles, "In that case every child would be a rich heir of antiquity, without the trouble of acquisition; words would be current notes for the things they designate. But both nature and history protest against payment in such currency, and give only to him that hath. Does not Pestalozzi repeatedly protest against this very thing? 'The Christian people of our quarter of the world,' he says, 'have sunk into these depths, because in their lower school establishments the mind has been loaded with a burden of empty words, which has not only *effaced the impressions of nature*, but has even destroyed the inward susceptibility for such impressions.' "

Thus we find the great Reformer in the awkward predicament of advocating and denouncing language at one and the same time. The reason is—"he builded wiser than he knew." It is a clear proof, among many others, that Pestalozzi's psychological principles

were not broad enough for the great reform he would inaugurate. Words are only the symbols of thought, the record the mind makes of the impressions of the senses, and we may be allowed to add, of those spiritual states which are supplied from within to co-ordinate these impressions. Language, then, is supersensible in its origin. If it be referable, as I conceive it must, to a linguistic instinct down deep in the constitution of the human mind, equally capable of culture, and having as wide an application in practical life as any power acknowledged among the scientists, then here is a vast field which the "New Education," with its present psychological limitations, cannot consistently enter. Huxley bows patronizingly to literature and the "classics" as providing material for philological researches, and, in its ancient historical monuments, furnishing "a great section of the paleontology of man." "Do not expect me to depreciate the earnest and enlightened pursuit of classical learning. I have the same double respect for it (classical history) as for other kinds of paleontology—that is to say, a respect for the facts which it establishes as for all facts, and a still greater respect for it as a preparation for the discovery of a law of progress." And so, in his view, the classics have no appreciable value beyond their capability of being the convenient servitors of science. Of course all refined culture and erudition, as we have been accustomed to conceive them, as sources of esthetic revealments, as hints of high possibilities for the soul, other than those which grovel with the senses, as repertories of poetry and exalted sentiment, and as adapted, in their study, to secure as available a practical discipline as can be had from any of the physical sciences, can have no such reckoning in his estimate. Philology and paleontology, although by no means insignificant uses to which these studies may be put, are, in the judgment of those who have drunk deepest in their fountains, comparatively the obsequious vassals, the outside sentinels of the refined culture that holds its reign within.

It is precisely at this point that our intuitional philosophy will find its fullest and most irrefutable confirmation. For obviously here is a faculty and a product that cannot be referred to sensation at all. What is that instinct that makes a record in words of the volatile impressions, and states which flash and flit with such incontinent haste

over the illuminated canvas of the soul. I, a mere possibility of sensations ! how can I, as being a possibility, have eyes, that I should assume to detain these evanishing phenomena before my inner seeing ; or, having seen, why should I ever have the impulse to make a record of them in so fleeting a substance as the escaping breath, or in the unmeaning symbols of lines and dots. Is there not something here other than that which is capable of being built up by outside stimuli and "reflex action," either of body or mind,—something transcendental—something which, if we could but see it aright, is evermore pointing us, with a thousand indices, to the Infinity beyond.

Nothing ever so belied the human consciousness as the popular adage, "There is nothing in a name." There is everything in a name ; and as every common name stands for a concept, to use again the terminology of the schools, it will be found that its simple utterance on the tongue is concluded testimony of science begun. The common name is the name of a class, says the school-boy, without being aware of the immense reach of his definition. The class, as previously intimated, is represented in the mind by a general scheme of thought, answering, in its outermost limits, as we believe, to some definite divine conception, in accordance with which things were made. Omitting now the processes of abstraction and generalization, and whatever other mental exercise is common to this general scheme of thought in the mind, it is a matter of tremendous, practical moment to the educator to know that the name is a symbol of far-reaching and varying power in the economy of the mind. It will be so in all methods of instruction. Words are like buckets let down into a well: if drawn up hastily they will be delivered to us empty, but if suffered to sink into the measureless abysses of feeling, they will come up brimming full with their prodigal draughts of meaning.

Two noticeable grand results the mind accomplishes for itself, when it posits its conceptions in words. It holds the thought steady at the point of discovery at which it has arrived, until it has time to reach out into other and ampler fields ; and then, secondly, it makes the word a symbol, a pictured image, in which the soul may play forth all the infinitude of its experience and feeling. In the

one case the conception embalmed in a name (the name itself, Mr. Mill flatly suggests) is a ground-plat for the reactions of thought in its scientific investigations; in the other it scorns all scientific limitations, and becomes a plummet let down into soundless seas. Hear Pres. Porter on this point: "The reason why thought requires such an instrument and assistant as language, is, that the objects of thinking are generalized objects, and to such objects there are and can be no realities actually existing." No conforming outward objects are there, but a co-related objective law there evidently is. The witness I wish to get from this definition is, that the word is ever more a kind of *logos* stretching out its brooding wings upon a region of things to which science can only absurdly claim an exclusive right, and where the productive imagination has an ample theater for its creations. Every name embodies a law, but in its application to the manifold workings of the law, especially if it opens out a vista into spiritual, moral, and social facts and events, what a sweep it affords for other faculties than those which drudge among the enameled skeletons of classification and use.

The word "man" for example, how stupid to shut down the conception conveyed by it, to just such representations as may be made of him in physiology, chemistry, political economy, and whatever other science professes definitely to determine his nature and wants. Farewell then to literature, the fine arts, poetry and song. The providences and prophecies of the Bible, the dramas of Shakespeare, the play revels of genius, the gleanings of mystery, the soundings of those measureless seas upon which the soul looks out with a serene interest or holy tranquility, these, in so far as they cannot be made to tally with the First Principles or Biological formulas of Spencer and Huxley must not be held as legitimate meanings for the name, or as indicating a valid want in our educational schemes. We cannot so think. The imagination is called *creative*, says Pres. Porter, "because there is no counterpart in nature from which its objects and products are literally transcribed or copied;" and the workings of this faculty are manifest here in this most elementary of all scientific processes, the giving of a name. Language is, thus Nature's harbinger, going in advance to make the way clear for this vision and faculty divine, the creative imagination of man.

Now it seems clear that when the objective method abducts the name, and then narrows it in significations to purely scientific uses, it is unnecessarily debasing itself, both in the stealth of its proceedings, and in the self-assumed leanness of its theory. Why not give room for the creative imagination of the child through these vast avenues which language opens out? Nature invites; it is Nature's method that it should be so. The child lives not exclusively in the senses, but, O how largely, in an ideal world of its own creating. The little urchin that obstructs your way on the sidewalk, makes a ludicrous figure enough—pantaloon tattered and patched, eyes peering through the rim of his hat, limbs exposed to the bleak winds of winter. But he has a tin trumpet in his mouth, and he is abroad on the adventures of his holiday revel. How is Nature training that boy? The snow is on the ground, and far upward in the illimitable distance, the crystal heavens are lifting their concave of blue. How wide of the mark your speculations will be, if you imagine that the curiosity to know is the impulse principally active in that child. No, he has his pastime in an ideal world of his own creation, of which the snow, and the heavens, and the monotonous screeching of his tin trumpet, are but the suggestive symbols, wherein also he has the company of yourself, though you may not suspect it—and of poets, and orators, and philosophers, and all great leaders and prominent characters of the world. He lives in his ideals, and so do you. And as he would not now think of turning away from these for any effort to make him understand the crystalline structure of a snowflake, or the laws of vision, or the adjustments of harmony, such as would bring out the most ravishing music to the ear—not even for the remorseless frost that is biting at his legs; so, it were well to remember, neither would you, even after science has brought you indefinitely onward in your way.

If all knowledge must be scientific in form, and imparted in this shape to children for the sharpening of their faculties, and for the utilitarian ends of complete living in this world, as we hear now every day to our surfeit, then the art-faculty, the play-impulse, the creative imagination in the child, and in the grown person as well, must have no recognition in our system, and poetry, and history, be

pressed quite beyond the pale of our schools. And yet, if our divining be right, this very play-impulse, this art-faculty of the child, this capacity with which he is endowed of creating his ideals, and living evermore toward them, is one of the royal insignia of his free personality, which shows him to be a creature not under the conditions of nature. The child is a *person*, and having so described him, we have fixed upon a point in which he is greater than nature, capable, at last, under the refinements of culture, of constructing forms and ideals, more perfect than are found anywhere in the realm of matter. He plays with his ideals ; so do you ; because, simply, it is the best definition philosophy can find of a free personality, that it is capable of finding ends of complacency, as well as of hard work in the world. Down under the whip of utility man's greatness does not appear. Preparation for practical life ! how is it best secured ? By some formal regime in which the pupil's powers of observation are sharpened, and his skill in conducting inductive and deductive processes of reasoning developed ; or, by affording him such routes of culture as will secure him a sense of his free personality and inherent superiority over nature, as an abiding presence. Science itself taught, under the tutelage of this philosophy, will minister to this end in the same way as those studies for which we plead, which work their results through the creative imagination and symbol.

By all means preserve and shelter for the pupil the sentiment, that however he must shrink, in comparison with the Infinite, to the dimensions of a mere mote floating in a sunbeam, he is nevertheless superior to Nature, and is sent forth on a mission of mastering her forces ; for which you may have daily and hourly monitors in the rollicking play, and ubiquitous mirth of the children, and the stealth with which the excitements of fiction are sought. Bacon, the patron saint of the scientists, has given this thought a most felicitous expression :

“ The use of this feigned history hath been to give some shadow of satisfaction to the mind of man in those points wherein the nature of things doth deny it, *the world being in proportion inferior to the soul* ; by reason whereof there is, agreeable to the spirit of man, a more ample greatness, a more exact goodness, and a more absolute variety, than can be found in the nature of things. Therefore, because

the acts or events of true history have not that magnitude which satisfieth the mind of man, poesy feigneth acts and events greater and more heroical; because true history propoundeth the successes and issues of actions not so agreeable, to the merits of virtue, and vice, therefore poesy feigns them more just in retribution, and more according to revealed providence; because true history representeth actions and events more ordinary and less interchanged, therefore poesy endueth them with more rareness and more unexpected and alternative variations: so as it appeareth that poesy serveth and conferreth to magnanimity, morality, and to delectation. And therefore it was ever-thought to have some participation of divineness, &c."

Now the objective method lifted to this higher plane of theory, and with perhaps the christening of a more expressive name, will compass all the grandest results of the completest culture. The world with which sensation is concerned, and with the forces of which our life here is to be an unintermitting battle, will be always present as an irrepressible element in every method of instruction that it is possible to devise; but it will be there as *science* and *symbol*, as the source whence our lower intuitions are *derived*, but also a terra firma for the reactions of intuitions which are infinitely higher in their origin. Entering the school-room it will devolve specially on the teacher to manage his instructions so that their objective materials shall come to the child with such rigid, inductive lines, as the best drill of his powers of observation will require, but by no means hampered as to the measures of impression which, as *symbol*, they are adapted to convey. There is a great work to be accomplished for the teacher in this direction, when a competent hand can be induced to the task, in supplementing object lessons with a text-book service analogous to that which Tyndall and Huxley find themselves unwittingly discharging when they aim, in a popular form, to bring the results of their scientific researches within the ken of unscientific people. Object lessons must be "popularized," so to speak, for the children. All the properties of some sensible object having been drawn out by the keenest and most sagacious analysis; the unknown element having glinted to their view from a point immediately beyond the horizon of the known, the effect of the discovery may be carried how incalculably deeper, by some reading or singing lesson, where

the dry facts are suffused with the charm of imagery, and transfigured with the strange enchantment of story and of song. The inquisitive mind having ascended through analysis from the concrete to the abstract, attaining there its results in the "dry light" of the understanding, will be refreshed and quickened, how beyond all calculation, by placing them again in such new concrete relations. as will afford an arena for the higher intuitions to engage in their play. We are most sanguine in our belief that we have touched here upon the radical defect of the system. Happily, Frederick Froebel's Kindergarten system, as represented by his eminent living disciple, Baroness von Marenholtz-Buelow, has struck out in this line of pedagogical research and reform, and toward it we look with an interest that can be measured only by the absorbing importance of the theme.

FROEBEL'S KINDERGARTEN SYSTEM.

In Germany and other European countries, where this system has been tested, the most gratifying results have been witnessed, and it is earnestly commended to the American public, as a scheme of primary instruction superior to every other now in use. The fact that these sanguine reports continue to reach us from a country where education has been exalted to a fine art, and with no abatement of enthusiasm as to unprecedented success, is evidence enough that the alleged discoveries of Frederick Froebel deserve an impartial investigation at the hands of the teaching community on this side of the water. We have been at the pains of putting ourselves in direct communication with the greatest living representative and expounder of this system, Bertha von Marenholtz-Buelow, the disciple and co-laborer of Froebel himself, and from a disquisition of hers, received from her own hands, we are able to make the following representations of the system.

Briefly stated the Kindergarten system consists in making the child's play the instrument of its largest culture. It had always been noticed that the earliest years of human life were devoted to play, but instead of finding in this fact an exemplification of Nature's method of training the child, and getting from it a clue to some just and adequate system for the development of its powers, it was thought to be

an obstructing element in the way of all efficient instruction, and from the first, therefore, to be held in the most rigid check. Froebel taught that what Nature is striving to do in the plays of the children, it is the business of the teacher's art to take up and foster. True culture should idealize Nature. Let the play be organized and reduced to some sort of intelligent system, arranged with reference to certain inherent capabilities of human nature, which are expressing themselves always and fully, in the endlessly varied amusements of the little ones, and which are in this way struggling toward the more enlarged and rational exercise they should attain in manhood; let Nature's intent be apprehended, and the arts of education be brought in to accomplish intelligently that which Nature in a blind way is always aiming to effect, namely, to make the free activity of the child the instrument of its highest development and culture; in this way the Kindergarten movement would avoid the unnatural and sometimes appalling injuries inflicted by current methods on the tender intellect of childhood, and, as nearly as may be, insure its orderly and symmetrical development.

Frederick Froebel's title to the rank of a genuine reformer in educational principles is two-fold; first, having studied most profoundly the plays of childhood, he announces certain theoretical discoveries as to their significance; and second, he professes to have invented a system of rationally arranged Kindergarten appliances, which at once verify these discoveries and realize his most sanguine expectations as to normal, practical results, in the department of primary education. A just judgment as to the soundness of this claim would require what unhappily is thus far denied us in this country, the privilege of witnessing a Kindergarten in full and efficient operation. Meantime, we may note the alleged discoveries of this great German educator with reference to the significance of play, and determine their accordance with what we know of childhood and the capabilities of the human race.

There are certain instincts of culture that belong to the human race as a whole, which express themselves in the free activity of children, and which, being patiently watched, may be intelligently classified and subjected to a course of systematic training and control. These instincts differ from purely animal instincts in this, that the

latter are comparatively fixed in their nature, whereas the former, in the aggregate, are a kind of *nisus* (this term most adequately expresses the German *trieb*) toward indefinite advances in improvement and culture. Human instincts strive upwards always toward spirituality, even within that range of activity, where the aim seems to be simply the gratification of the senses. They are, according to Froebel's own enumeration, *the instinct of motion*, the free activity of the child, which is comprehensively the basis for all the other instincts ; *the instinct for cultivating the soil*, arising from the instinct for food and shelter, and which brings the child into intimate and loving intercourse with Nature ; *the plastic and artistic instincts*, which lead to invention, drawing, music, poetry, and afterwards to the dramatic art ; *the instinct for knowledge*, resulting in its higher development in science and the love of truth ; *the social instinct*; and finally, *the religious instinct*.

Our limited space will permit only brief extracts from the above named treatise of Baroness Marenholtz-Buelow.

First. From her remarks on the instinct of motion :

"The first and most universal impulse, after that of a desire for food, which manifests itself in all children, is the instinct of motion. The kicking and fighting the air with the arms and legs, is followed later by running, jumping, skipping and climbing. This is invariably the case with all healthy children, as everybody knows. It is certainly not necessary to look very far in order to apprehend the purpose which nature has in view in all this. The development of the limbs and of the bodily forces in general, depends on motion. And out of voluntary motion there gradually arises intelligent activity, which aims at the securing of an end. In the manner indicated, all instincts find expression in one that is quite universal, namely the instinct of activity which is more or less the repeated expression of all.

Without activity life would cease, no object of human civilization could exist. The first and most important requisite of education is undoubtedly *the fostering care of the instinct of activity in general*. This care, if considered merely in the sense of bodily development and education, appears as a gymnastic. In the Kindergarten it is the movement play which answers to this want."

Second. The instinct for tilling the soil is next in order. On this point our author has the following suggestions :

“The instinct to till the soil is certainly one of the earliest awakened instincts of culture, inasmuch as on it depends the supply of food appropriate for man. Now, this instinct no sooner shows itself in the child, than it is suppressed. ‘You must not soil your hands!’ is the first commandment of the mother’s catechism. And how rarely for city children is there even an opportunity for indulgence in a propensity which frequently leads the children of the street to the gutter for want of a more favored place.

How unfortunate that we do not realize the wrong inflicted in not nurturing this instinct to say nothing of suppressing it. The suppression of any natural and proper instinct, leads to a deviation from the normal development of the individual, but in this particular case what is checked is the best and most appropriate means for the earliest culture of the heart, one that can not be supplied by any other. The principal means to exercise a salutary influence on the mind and heart of the child consists—next to the influence of love in the family circle—in this, that the child is made susceptible to the impressions of nature. This can only be done, in the first place, by exposing it to her influences in general, and by allowing it to occupy itself with her products. For it is only that with which the child is occupied, what it takes hold of and fashions with its own hands that can durably engage its attention.

However insignificant this digging in the sand, this making of little gardens may be, it forms the beginning, the first starting point to turn the attention to the products of the soil and to awaken the taste for its cultivation—sowing and planting. If this taste or inclination is disregarded, it is soon lost entirely, and every force not used, every activity impeded adds to the inertia of the body, which in the form of laziness, besets both children and adults. This is the negative damage.

The positive damage consists in this, that the real observation of nature, this first great teacher of man, is lost for the age of childhood, and her objects being only superficially received leave no lasting impression behind. The child that has been denied these advantages

may still cull flowers and collect this or that, but all will remain mere play and will not lead to an earnest investigation of things.

How different, when the child takes care of its own little flower-bed in the garden, when it learns how to dig, to rake and to water, and eagerly and impatiently waits for the opening of the buds, plucks in blissful delight its own flowers in order to bring them joyfully to its mother. When it learns to watch the phenomena of each season, as it passes the sprouting of the newly sown grain, the little birds in their nests, the bees in the hive, the caterpillars and beetles, the ripening fruit and the drooping ear of the grain—the whole household of kind mother nature—these profit the child far more than books and school. But we must have it work and toil with its own hands and strength, if we wish its whole soul to become interested in the study of the wonders of creation.”

Third. On the plastic and artistic instincts the following remarks are extracted:

“ With the first pressure of the child’s hand the instinct for making forms is aroused—the instinct of labor, or, if the expression be preferred, the plastic instinct. Its highest object is to transform the products of nature into products of culture. This plastic instinct is in an especial sense an instinct for culture.

Very little, indeed, has hitherto been done to educate the hand in the earliest years. And yet this is the very time at which it can be successfully done, because the flexibility and softness of the young limbs fit them to be easily trained to facile movements. Any one who will observe carefully can not fail to note the superior structure of the hand in children, about the age of twelve years, who have enjoyed a careful training by their parents and teachers, and whose activity has been intelligently directed at an early age, as contrasted with the hand of the little heathen of the street, which have lacked even the most imperfect material for manual practice, and that are obliged in later years to struggle often in vain with their stiff and crooked fingers for a higher dexterity in hand-work.

Since Froebel’s system of education is based on activity, a self-activity in shaping and producing, an early training of the hand is naturally its first requisite.

The Kindergarten meets the formative instinct of the child on

all sides. Building and shaping is going on in an infinite variety of ways and in all sorts of material, and always in the order pointed out by the history of civilization. Not only dwellings and utensils are formed, attention is also paid to elementary weaving and the sewing of soft fabrics, somewhat in the style which may have been required by our ancestors. By means of a kind of coarse weaving certain fabrics are produced that resemble somewhat the cloaks woven out of reeds and bark by the New Zealanders; and, in a gradual progress of work, the patterns rise to the artistic tissues of the present time. The working in paper,—folding, cutting, &c., furnishes an opportunity to practice numberless artifices of the hand, which are necessary not only for the making of articles of clothing, but which prepare the way for dexterity in all kinds of hand-work. Generally speaking, the hand is trained along with the senses for all kind of technical skill, such as is required not only in the avocations of the future artisan, but is also an indispensable qualification for every practical pursuit. This constitutes at the same time a formal introduction to the industrial arts.

The advantage to be gained for general culture from an early acquired habit of labor is still too much overlooked, and, for the most part only the idea of mere hand dexterity suggests itself. And yet the lower classes owe their much praised, practical good sense more particularly to their occupations, the technical experiences of which furnish them with a concrete basis for forming correct opinions.

The greatest benefit resulting from the child's labor, and one that cannot be supplied by anything else, consists, however, in its moral influence. The early qualification, the habit and love for work are real guardian angels of childhood and youth, while they may possibly constitute a guaranty against future impoverishment. The life of the child must begin with the performance of duty, if its future course in life is to be a truly moral one. The performance of duty demands, however, the qualification for the performance of work; and to secure such a qualification in the earliest years of childhood, is the principal object of the Kindergarten.

The intended result would, however, fail to be reached by merely mechanical labor—by occupations forced on the child. Only that which pleases the child, which charms its imagination and awakens

its feelings, can secure the full moral gain. The child must be self-active in the fullest sense of the word ; its whole soul must be engaged in the work of its hands. This can be the case only when it produces something that gives it pleasure, when it really creates something by its activity. And it is here that we find the characteristic and grandly ingenious peculiarity of Froebel's means of affording occupation for children, namely, in their making possible beforehand a creative production, adapted to the powers of the early years, that they unfold the first little germs of creative genius in the human spirit—that they awaken the inventive power of the young mind, make the creation of original production take the place of mere imitation. However small and insignificant these works may be, they nevertheless bear the impress of an individual peculiarity in process of training, because they are the result of personal mechanism.

Precisely that side which is generally attacked by critics adverse to the cause of the Kindergarten, presents its highest value. It is falsely assumed that Froebel offers every child the same prepared material, with the same directions for use, thereby compelling all pupils to produce quite the same anticipated and prescribed results, and thus fettering the manifestations of individual character. The very reverse of this takes place. Inasmuch as the children receive only the material, not ready-made objects, they are allowed to fashion the material, that is to transform it, according to their personal choice within the limits existing in the nature of the material. But this transformation, if carried on entirely at random, would make any regular formation impossible, or would abandon it entirely to chance.

Every invention is based on the application of rules, no matter how unconsciously or voluntarily the application of these rules may take place. The inventor frequently, it is true, owes much to chance, but he must be conscious of his manner of proceeding, if he wishes to repeat it with certainty and to communicate it to others. Now, the consciousness as to the manner and kind of his process consists in his ability to reduce a series of continually repeated facts, operations of the hand and activities in general, to certain rules by which they are governed. In a word, it is the laws of his process that must be clear to him. Whatever may be the object of his invention, for the success of a repetition of the attempts that precede his production,

it is necessary that the rules applied in these attempts should be distinctly recognized.

Even the freest creation of art cannot do without the application of rules. Each one requires, in spite of all freedom, a definite, technical process for the realization of the products of imagination.

Education can oppose no more effective barrier to the degeneration of instincts into sensual passions than the joy of the beautiful, the creation of the beautiful. The human soul is so constituted that it must have its appropriate gratifications; it will find them in the dust, in coarse, sensual enjoyments—or in the enjoyment of the ideal. On this account the sanctuary of art cannot be too early thrown open to youth. We know that the rudeness and barbarism of the early ages of the human race were subdued by the religious care of the beautiful, which spiritualized the phenomena of the visible world."

Fourth. Another profound instinct in human nature, is the desire for knowledge; and upon it and the relation of the Kindergarten methods to it, we make the following brief extracts:

"The instinct for the beautiful naturally takes precedence of the desire for knowledge. The lack of means to satisfy the latter results at this age in the too exclusive development of the idealistic tendency in the child's mind, by which the full exercise of its voluntary powers is obstructed in acquiring what is ordinarily called common sense.

On what then is sound common sense based? Evidently on a clear, healthy view of things apprehensible to the senses. It is for this very reason, that the child should be made acquainted with such tangible things, and taught how to use them, precisely as is done in the methods of the Kindergarten."

Fifth. Association in communities is another recognized instinct in human nature:

"The characteristic peculiarity of our time, is undoubtedly the instinct of association, which is rapidly tending to control everything. Nearly all the material interests of society demand the association of several individuals, in order to be successful and profitable. As yet, unfortunately, the higher ideal interests are neglected, at least the moral ones, although the sciences are beginning to make use of the principle of association also for their ends, as is proven

by the steadily increasing regular meetings of their representatives. It is for the coming generation to exalt society through association to a condition of fraternization and perfection not yet attained.

It is an imperative demand of the times to educate the young more than was formerly done, for life or action in the more extended circles of society, for the fulfillment of duties as members of larger communities than the family, in short, for public life in all its relations.

If this is to succeed in fact, then the opportunity of being in society should be furnished to childhood ; that is, not, as may be supposed by some, the mere being together of children inside and outside of the family, but assembling them in a community arranged for the purpose.

Such an association is the highest object of the Kindergarten, and gives it a peculiar adaptation to the present time. It is an entirely erroneous view that the education of the Kindergarten withdraws and estranges the child from the family. It should be considered that the purely dietetic necessities of the child require daily exercise for several hours in the open air, which may be spent in public parks and other places of out-door resort. The parents' home in crowded cities rarely affords the pleasant appendage of a garden, much less that of a park. Nor is it possible even for the most careful mother to devote the whole day exclusively to a large family of children since still other duties claim her attention. The Kindergarten, therefore, meets a very urgent want by bringing the children, while affording them at the same time fresh air and exercise, into a community of an educational character, that removes them on the one hand from the injurious exposure of street-life, on the other from the society of servants.

Sixth. In the paragraph that follows, it will be seen that the system makes ample provision for the religious culture of the child ; and that the objection brought against it in its early history as defective in this particular, is utterly unfounded. After the author speaks of the happy effect of having children associated with each other in the Kindergarten to acquire self-knowledge, &c., she says:—

“In such a manner the proper opportunity will also be afforded for the development of the highest instinct of the human soul—the

religious instinct—or, as Froebel says, the instinct which impels us to seek union with God. For it is only from the love of our fellow-men that the love toward God can arise.

In his cradle songs and lullabies, Froebel offers to mothers a manual for the training of infants during their first years, in order that they may learn properly to foster the instincts of the child, and especially to understand its first religious emotions. Almost every one of the examples contained in the book, points directly or indirectly to God, the creator of all things. The deepest and most central idea of Froebel's method of education—in the family as well as in the Kindergarten, is religion, as being the highest and holiest want of the human soul. To learn to seek and find God, to this end everything and all things are made to serve.

Froebel himself expresses this in the following words: 'Faith in God, firm and confiding faith has been lost by mankind. It is the aim of the Kindergarten to re-awaken it in the souls of the young, in order that the coming generations may again be the children of God.'

The first condition to awaken faith and piety in a child, is the mother's own piety. It is only when she herself possesses religion, that she can awaken the divine spark in the heart of the child. In Froebel's Cradle-songs he points out the means by which may be produced in the babe, the first awakening of a religious presentiment. These means, in themselves insignificant, are the folding of the little hands in order to image by this gesture of devotion the act of prayer, till the child itself can pronounce it. The devotions of the mother, performed at the cradle of the child, are to affect the latter directly, though unconsciously, before it can take any part in them. Simple choral melodies should be sung at the cradle, and gradually lead from the merely sensuous perceptions of sound to sensations of a higher order. * * * * *

Froebel on the basis of the principles above adduced, attaches also great importance to the garden, and calls his institution, not merely in a symbolical sense, Kindergarten. The garden is for the child free nature within circumscribed limits, in which it is not only to grow, by means of the impressions of beauty, by loving painstaking, for the useful and the good, into a vigorous morality, but where its soul is

likewise to be unfolded to the earliest emotions of piety. If the young soul of the child has not taken into itself God the Creator, through his wonderful works in nature, it will not easily at a later period receive God as taught it from books."

CITY HIGH SCHOOLS.

At present Iowa has forty High Schools connected with its two hundred and eighty-nine graded schools, of which twenty-three have well defined courses of study. Seventeen of the independent districts are employing superintendents for their public schools. Ten of these devote a part of their time to teaching, and seven give all their attention to the work of superintending; of the latter, two receive salaries of \$1,200 each, three \$1,500 each, one \$1,800, and one \$2,500 per annum. There is only one large city in the State whose schools are without the services of a capable superintendent. Every year the people's interest in these home educational institutions is increasing. During the last two years I have known fifteen of these to extend their courses of study and teaching force. For the patrons have learned that setting aside all the superior moral and social benefits which their children may enjoy under their own parental guidance, in comparison with any associations or influences to be had away from home, there is still the question of financial economy to be considered. The tuition of the High School may even reach the sum of \$50 or \$60 per annum, and yet it will be from \$100 to \$200 less per pupil than if the children were sent to schools away from home.

At the last State Teacher's Association the following courses of study were unanimously adopted for the High Schools of the State:

1. COURSE OF STUDIES FOR HIGH SCHOOLS.

FIRST YEAR.

FIRST TERM—*Sixteen Weeks.*—Elementary Algebra; English Grammar and Analysis; Natural Philosophy—fifteen lessons per week of one hour each. Drawing and writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks*----Elementary Algebra; English Composition; Natural Philosophy—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks*.—Elementary Algebra; English Composition and Rhetoric; Physiology—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND YEAR.

FIRST TERM—*Sixteen Weeks*.—Higher Arithmetic; Rhetoric and Composition; Chemistry—fifteen lessons per week of one hour each. Drawing and Bookkeeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks*.—Geometry; English Composition and Literature; Chemistry—fifteen lessons per week of one hour each. Drawing and Bookkeeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks*.—Geometry; Botany; Modern History and its Philosophy—fifteen lessons per week of one hour each. Drawing and Bookkeeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

In addition to the branches here given, if possible, there should be daily exercises of twenty minutes in English Composition; also at least ten minutes in Free Gymnastics.

II. COURSE OF STUDIES FOR HIGH SCHOOLS.

FIRST YEAR.

FIRST TERM.—*Sixteen Weeks*.—Arithmetic, Higher or Common; English Grammar and Analysis; Botany and Natural Philosophy—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM.—*Twelve Weeks*.—Elementary Algebra; Latin and Composition, or German and Composition; Natural Philosophy; Natural History of Animals—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM.—*Twelve Weeks*.—Elementary Algebra; Latin and Composition, or German and Composition; Natural Philosophy; Physiology—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND YEAR.

FIRST TERM—*Sixteen Weeks*.—Elementary Algebra; Latin and Composition or German and Composition; Physical Geography—fifteen lessons per week of

one hour each. Drawing and Writing, alternate with Music and Composition—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Geometry; Latin and Composition, or German and Composition; Modern History and its Philosophy—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Geometry; Latin and Composition, or German and Composition; Modern History and its Philosophy—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD YEAR.

FIRST TERM—*Sixteen Weeks.*—Geometry; Latin and Composition; Greek and Composition, alternate; or German and French, alternate; Chemistry—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Trigonometry; Latin and Composition, or Greek and Composition, alternate, or German and French, alternate; Chemistry—fifteen lessons per week of one hour each. Book-keeping and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Astronomy; Latin and Composition, or Greek and Composition, alternate; or German and French, alternate; Physiology—fifteen lessons per week of one hour each. Book-keeping and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

In addition to the branches here given, if possible, there should be daily exercises of twenty minutes in English Composition, also at least ten minutes in free Gymnastics.

III. COURSE OF STUDY FOR HIGH SCHOOLS.

FIRST YEAR.

FIRST TERM—*Sixteen Weeks.*—Common Arithmetic and Elementary Algebra, alternate; English Grammar and Analysis; Natural Philosophy—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Higher Arithmetic and Elementary Algebra, alternate; Rhetoric, Analysis, and Composition; Natural Philosophy—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Higher Arithmetic and Elementary Algebra, Rhetoric, Analysis, and Composition; Natural Philosophy—fifteen lessons per week of one hour each. Drawing and Writing alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND YEAR.

FIRST TERM—*Sixteen Weeks.*—Higher Algebra, Latin and Composition, or German and Composition; Anatomy, Physiology, and Hygiene—fifteen lessons per week of one hour each. Drawing and Book-Keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Higher Algebra; Latin and Composition, or German and Composition; Anatomy, Physiology, and Hygiene—fifteen lessons per week of one hour each. Drawing and Book-Keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Geometry; Latin and Composition, or German and Composition; Natural History of Animals—fifteen lessons per week of one hour each. Drawing and Book-Keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD YEAR.

FIRST TERM—*Sixteen Weeks.*—Geometry, Latin and Composition and Greek and Composition, alternate, or German and French; Modern History and its Philosophy—fifteen lessons per week of one hour each. Drawing and English Composition, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Geometry; Latin and Composition and Greek and Composition, alternate, or German and French, etc.; Modern History and its Philosophy—fifteen lessons per week of one hour each. Drawing and English Composition, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Trigonometry; Latin and Composition and Greek and Composition, alternate with German and French, etc.; Botany—fifteen lessons per week of one hour each. Drawing and English Composition, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

FOURTH YEAR.

FIRST TERM—*Sixteen Weeks.*—Astronomy; Latin and Composition and Greek and Composition, alternate, or German and French, etc.; Chemistry—fifteen lessons per week of one hour each. Drawing and English Composition, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Mental Philosophy; Latin and Composition and Greek and Composition, alternate, or German and French, etc.; Chemistry—fifteen lessons per week of one hour each. Elements of Geology—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Mental Philosophy; Latin and Composition and Greek and Composition, alternate, or German and French, etc.; Chemistry—fifteen lessons per week of one hour each. Elements of Geology—ten lessons per week of three-quarters of an hour each.

In addition to the branches here given, if possible, there should be daily exercises of twenty minutes in English Composition; also at least ten minutes daily in Free Gymnastics.

COUNTY HIGH SCHOOLS.

A law was enacted by the Thirteenth General Assembly, 1870, empowering counties with a population of 2,000 or over, to establish high schools, by first submitting the question to a vote of the electors.

The number of petitioners named in the law as necessary to be presented to the county board of supervisors requiring the latter to submit the question to a vote, is so large that the eight or ten counties that made an effort to meet the requirement, utterly failed, hence the law is a dead letter on the statute book. If this act were simplified, many of the counties would immediately establish these schools; and these local educational institutions would develop a taste for culture, in many of the youths of the State, that would not otherwise be called forth.

These high schools, in every county, would likewise become a stimulant to the elementary schools of every district township and independent district; and the district and high schools of each county would most economically and efficiently fit students for the colleges and University of the State.

ACADEMIES AND SEMINARIES.

At this time there are fifteen schools of this class in the State. They compare favorably with similar institutions in other States. Denmark Academy was the first inaugurated, in 1843. Its present faithful and scholarly principal, H. K. Edson, A. M., has been in charge for nearly twenty years. He took possession with eighteen pupils, and the same year closed with ninety, and this number increased until in 1865 it reached two hundred and seventy. The buildings and grounds are valued at twenty-five thousand dollars. As this is the oldest and most liberally endowed school of this character in the State, a fuller notice here has been given it than any

other. The following is a list of all the schools of this nature that have been reported to this Department :

DENMARK ACADEMY—Denmark—*H. K. Edson.*

FORT MADISON ACADEMY—Fort Madison—*Lyman S. Knight.*

GRANDVIEW ACADEMY—Grandview—*H. G. Hamill.*

ACADEMY OF THE IMMACULATE CONCEPTION—Davenport—*Sister Superior, pro tem.*

LENOX COLLEGIATE INSTITUTE—Hopkinton—*Samuel Hodge.*

WESTERN IOWA ACADEMY—Denison—*Rev. G. W. Gunnison.*

BISHOP LEE SEMINARY—Dubuque—*F. Emerson Judd.*

CEDAR VALLEY SEMINARY—Osage—*Alva Bush.*

LYONS FEMALE SEMINARY—Lyons—*Geo. R. Moore.*

MARION SEMINARY—Marion. —————

MITCHELL SEMINARY—Mitchellville. —————

MT. PLEASANT FEMALE SEMINARY—Mt. Pleasant. —————

PARSONS SEMINARY—Cedar Rapids—*J. W. Stephens.*

WARTBURG SEMINARY—St. Sebald—*Sigmund Fritchel.*

WILTON SEMINARY—Wilton—*Samuel R. Manning.*

COLLEGES.

There are eighteen chartered colleges in the State with assets in the aggregate of about \$2,300,000, employing about 200 teachers and having in attendance annually about 4,000 students. These are educational enterprises exclusively under the management of the various Christian denominations of the State, and not directly connected with the system of popular education represented at this Department. Nevertheless the two systems are so mutually dependent upon, and helpful of each other, that a true survey of our educational interests must include them both. At present it is to be regretted that the boundary line between the college curriculum and the courses of study adopted in the higher department of our graded school system, is not more clearly marked out, and there is, consequently, not that degree of systematic harmony and intelligent co-operation between these two great branches of the educational work that there should be. But there is no rivalry, no strife. Each

rejoices in the prosperity of the other, and both agree to the general principle that their respective provinces lie in entirely different fields. The public school lays the foundation, and provides the elementary basis for that broad and liberal culture which it is the acknowledged province of the college to confer.

It is the aim of the system to secure the children of the masses such advantages of education and training, as will best fit them for good citizenship and the ordinary industrial occupations pursued in our communities. But there are always those who aspire to a larger culture, who desire to fit themselves for the professional callings of life, or who, without having any such special aim in view, are attracted toward a liberal education for its own sake ; for these we are happy to know that the enterprise of our Christian churches is making ample provision. Their number is relatively small in comparison with the multitudes that pass into the laboring and business avenues of life, and the course necessary to be pursued in maturer years, in attaining a liberal education so protracted that it would seem quite impossible to meet their want in any branch of the public school system.

In this however we have no occasion for regret; for the colleges being under the management of ecclesiastical bodies representing the various branches of the Christian church are, for the most part, organized with special reference to the religious interests and spiritual training of their students. In this way an atmosphere of Christian feeling, and the genial warmth of piety, are thrown around the otherwise coldly intellectual pursuits to which the youth must be applied in attaining a scientific and classical education. The advantages of a discipline of this kind it is hardly possible to overestimate. Whether the higher ranges of study pursued be predominantly scientific or classical, the result is equally disastrous to the intellectual powers of the young man or young woman, when they are not subjected to the regulating and balancing influence which only religion can provide. In our Christian colleges this end is constantly kept in view. The aim is to harmonize religion and culture, and thus save the young mind from the monstrous forms of moral perversion, which every day are working the saddest ruin in

the world, in the use of instruments which the all-wise Giver intended for beneficent ends. On the other hand, it is a field ample enough for our public school system to furnish all grades of elementary education for the masses, and to perfect its methods so as to prepare the way and invite the children of even the lowliest of our citizens to such extended attainments, within these limits, as will bring them to the border-land of that more enlarged liberal culture, which the colleges and higher institutions afford.

It is gratifying to announce that all these higher institutions, including the State University and Agricultural College, are open to both sexes, and that the problem of like educational advantages for the sexes is in a fair way of receiving a practical solution. It is, however, already sufficiently apparent that the solution is not to be conducted according to the analogy of the public schools, for in these higher ranges of study a new term finds its way into the problem, pointing clearly to certain mental differences between the sexes, and a wide general disparity with reference to these traits which qualify for protracted application to the severer studies of a college course. These are nature's limitations, and do not reflect one way or another on the warmly contested social question of these times, as to the political equality of the sexes. It is practical question as to what are nature's demands in the matter of the relative training of the boy and girl, considering the diverse spheres in which these, in future life, will respectively move; and if there are clearly ascertainable boundaries within which their capabilities are circumscribed, it is obviously the part of the college authorities to recognize these limits, and direct their efforts accordingly. It will be no just ground for any invidious inference with reference to the superiority or inferiority of either of the sexes, to modify the curriculum in accordance with the necessities of the case, to provide a course specially adapted to young women, while at the same time that pursued by young men is open also to their choice. We are happy to know that the colleges are managing this problem, in precisely this very judicious and impartial way. The capabilities, habits, and constitution of the feminine mind, are under earnest and searching study, with the view of doing for women the utmost a Christian civilization

would demand; and in order that her own developments may indicate in what direction and to what extent her studies should vary from that of her male companion, all classes in the ordinary college course, are thrown open to her, while at the same time proximate efforts are made towards establishing such a course as shall be peculiarly adapted to her wants.

The following is a list of the colleges of the State with their titles, the name of the President, number of faculty, number of students, and amounts of assets, so far as reported to this Department.

TITLE.	PRESIDENT.	No. Faculty.	No. Students	ASSETS.
Amity College, College Springs, Page county.....	Marion Morrison, A. M..	3	....	\$ 5,000
Burlington University, Burlington, Des Moines county.....	V. Freese, A. M.....	3	69	35,000
Central University of Iowa, Pella, Marion county.....	Louis A. Dunn.....	4	220	35,000
Cornell College, Mt. Vernon, Linn county.....	W. F. King, D. D.....	5	365	170,000
Des Moines University, Des Moines, Polk county.....	T. N. Snow, A. M.....	2	81	10,000
Fairfield College, Fairfield, Jefferson county.....	A. Axline.....	2	118	.....
Griswold College, Davenport, Scott county.....	Edw. Lounsbery, A. M..	6	115	155,000
Humboldt College.....	.....	.....	.....	75,000
Iowa College, Grinnell, Poweshiek county.....	Geo. F. Magoun, D. D...	8	289	260,000
Iowa Wesleyan University, Mt. Pleasant, Henry county.....	John Wheeler, D. D.....	10	268	110,000
Luther College, Decorah, Winneshiek county.....	L. Larson.....	6	147	82,000
Oskaloosa College, Oskaloosa, Mahaska county.....	F. M. Bruner, A. M.....	5	170	.....
Parsons College, Des Moines, Polk county.....	.....	.....	.....	115,000
Simpson Centenary College, Indianola, Warren county.....	A. Burns, D. D.....	6	190	.....
Tabor College, Tabor, Fremont co...	Wm. M. Brooks, A. M..	5	199	45,000
Upper Iowa University, Fayette, Fayette county.....	Wm. Brush, A. M.....	3	223	70,000
Whittier College, Salem, Henry county.....	John H. Peckering.....	3	150	.....
Western College, Western, Linn county.....	E. B. Kephart, A. M.....	4	142	75,000

AGRICULTURAL COLLEGE.

Located at Ames, Story county, on a farm consisting of 648 acres. The site is eligible, and the grounds are laid out with great care for purposes of ornament and use. The amount of land received from the general government and by a legislative enactment made a perpetual endowment for the College, is 204,319 acres. The assets at present are \$700,000. The main college building is 157 x 61 feet on the ground, and four stories high. Besides dormitories it contains a library, museum, cabinet of minerals, and a physical cabinet. There are also in separate buildings a work-shop and chemical laboratory. There is a faculty of eight professors, including the President. The number of students, male and female, is 218. A system of self-government has been inaugurated, which under the skillful management of the President, Hon. A. S. Welch, and Faculty, has been productive of the most gratifying results.

STATE UNIVERSITY.

The University with the closing of the year, July, 1871, had 447 students, and a teaching force, including the different Faculties and other instructors, of 31. By virtue of the untiring labors of the Faculties, the Boards of Trustees and late Board of Regents, together with the support of several Legislatures, it is gradually widening to the proportions of a first class University.

Its several departments are in good working order, and some of these are nowhere surpassed in this country. The Institution is justly worthy of the fostering care of the State, and no investment in the way of appropriations will bring more sure or more satisfactory returns.

The idea of supplementing the common schools by a school of a higher order was carried into effect in our early colonial history by the establishment of Harvard and Yale. Had the liberality and devotion to education which marked the action of the early founders of this nation, been maintained in spirit, as well as in letter, by their descendants, we should now possess a much larger number of well organized centers of learning, multiplying the fruits of industrial and

scientific effort, and setting the nation forward upon a broader and more secure basis of morals and true liberty.

Through the want of these centers of culture, our educational progress has fallen far behind our material development, and we may safely say that not over twenty per cent of the intellectual resources of the country are made available for practical purposes.

Now wherever, as with us, the University is a part of, and completes the common school system, the State has it in her power to set her hand and seal to the careful and practical development of nearly all the intellectual resources which God has placed within her borders. And we are not to forget that these native gifts of mind and heart are natural resources as much as are the hidden treasures of the soil, and, as compared with these, have a higher right to urge their claims to be developed as a part of the State wealth, as all material growth is the offspring of the cultured intellect.

But there is another and more utilitarian argument for higher education. The genius of our institutions and of our government, demands it for their protection and preservation. A great State urged forward to a place in the front ranks of civilization, must be borne on the hands of leaders equipped for their work. They must be men not only wise in regard to the present, but familiar with much of the accumulated learning and experience of the past—men who believe in the supremacy of thought and the unerring light of Christian faith. If these are not the dominant influences in the government, progress must falter, for the State cannot go forward, if the inherent sagacity of her leaders points in any other direction than upward through the avenues of a broad and vigorous culture. She cannot thrive on material prosperity alone. Her vitality must be fed by those influences which contribute to the formation of wise discriminations and correct judgments on all questions of truth and right.

To be true to her best interest the State must pledge herself to the generous support of the highest learning and most skilled culture. "She must aim to carry forward" and appropriate "all the labors and achievements of the human mind," and call to her aid all the powers enlisted in literary and scientific erudition and culture, and and fortify herself by their friendship and support. She must give to

the careful training of the mind, as compared with material advancement, at least an equal share of public consideration and of public treasure.

To do less than this is to exalt matter above mind, and weaken the cause of human liberty. For liberty did not first reveal itself to the human understanding as a political formula. Neither did it disclose itself through the influence of material prosperity. It was through fervent, devout study in the hermit cell, the cloister, and in the earlier institutions of learning in the old world, that moral and mental freedom first asserted itself, and paved the way for that external and practical form of freedom which we enjoy. It was this ripening spirit of that age,—born in those ancient seats of learning—that our fathers caught and conveyed to the American soil, and, as the surest means of perpetuating it, established the Schools which have now become the most time-honored seats of learning on this continent.

Evidences of this embryotic growth of freedom, this struggling for liberty in the old world, may be traced, even in the present century. Guizot during his ministry of public instruction in France, left this record : “It was my hope by extending the benefits of the higher schools to the districts of France, outside of Paris, to give exercise to that freedom of thought and feeling which was unable to express itself under the weight of the government. At an earlier date, Napoleon I expressed the same idea by his celebrated remark to M. de Fontaines, “Leave us at least the Republic of Letters.”

If then the practical liberty which we enjoy, was in the providence of God secured to us through the inspiration of learning, it becomes the duty of the State to make mental and moral culture in its broadest sense its chief aim.

As a State we aspire to be foremost in the radical and progressive issues of the times. Shall our educational ideal be lower than our political ambition ?

We call this an age of progress, because crowned and mitred heads are being humbled, brought down, it is said, to the level of the people, but we can only be assured of progress when we see the multitude lifted to a position of true and self-asserting sovereignty.

With this view it is plain that the State has only begun its work

when it has provided liberally for elementary instruction. For while the elementary school is absolutely indispensable, it is still mainly an instrument to sharpen the powers, and can only carry the student far enough to make a respectable start in common business.

The University course deals with principles, the practical appreciation and uses of which constitute human progress, while its association of learned men, its laboratories and libraries, and its friction of thought with thought arouse the mind to a sense of its capabilities, and awaken aspirations which come only to the more mature understanding. The elementary school is the distributing rivulet—the higher school is the ocean by which it is nurtured and kept in motion.

To bring this Institution to that position which shall entitle it to the name of University, in distinction from our colleges, its appropriations must be increased, and an earnest effort made to add to the present able Faculties, instructors fully up to the advanced learning and methods of the times, from other fields of research not yet represented in the Institution.

It is of the utmost importance that the academic and scientific be kept in advance of the law and medical departments, and students for the profession of law and medicine should be required, so far as possible, to lay a foundation in academic and scientific culture.

The Institution is growing in favor with the people in all parts of the State, and a generous appropriation will receive their hearty endorsement. Its influence even in the promotion of industry and wealth has been felt in many instances. These are but a tithe of what higher education will do for the individual and the general wealth of the State, when that education is well provided for, and when we, as a Commonwealth, more fully realize that the highest development of our material resources are dependent upon and must be preceded by thorough and systematic mental training.

HOMES FOR SOLDIERS' ORPHANS.

There are three of these in the State. The one at Gleenwood has twelve acres of land, valued at \$1,500, and building \$1,200; number of children, 120; officers and teachers, five. The second at Cedar

Falls, has 40 acres of land, valued at \$2,000, and buildings at \$40,000 ; number of children, 287, average age $11\frac{1}{8}$ years ; officers, three ; teachers, six ; other employes, 30. At Davenport the Home has 40 acres of land, valued at \$8,000, and buildings, \$40,000 ; number of children 310, and employes 41. In all these there are schools for forty weeks in the year, under the instruction of competent teachers. The Superintendent of the Davenport Home reports, November, 1871, that there has been no death in the Institution since August, 1869, with an average of 373 children in constant attendance. This Home is regulated upon the "cottage system," the other two have each but one building.

STATE REFORM SCHOOL.

The State has leased for this School 1,440 acres of land and buildings for a term of ten years, in Lee county, four miles from Salem, Henry county. It has eighty-six inmates, all boys, and seven officers and teachers. In October, 1868, it received its first inmate, and since, one hundred and forty have been brought under its reformatory influences. The cost *per capita* is \$153.22 per annum. Its board of trustees report the Institution as under the best of discipline, and give encouraging accounts of those who have left it with reformed habits and higher aims of life, and who are now valuable citizens in the communities in which they are following some industrial pursuit. The enterprise has been so successful that an effort will be made at the next—1872—Legislature to secure a permanent location for the School, and one more accessible to all parts of the State.

STATE PENITENTIARY.

This Institution, located at Fort Madison, numbered, November 1, 1871, 273 convicts. The "diminution" system adopted is working admirably as a means of discipline. The constant good conduct of a convict not sentenced for life, during the first year, shortens his term 42 days ; during succeeding years, 48 days each. Thus, a person sentenced for five years, could, by this humane law, shorten his period of confinement 234 days. There is religious service every

Sunday morning, and a Sabbath-school was organized in 1869 by Gov. Samuel Merrill and Judge J. M. Beck, of the Supreme Court, (the latter has been its superintendent for the past three years) of which the Warden reports "that it has a good effect upon all the convicts, and specially beneficial to most of them in the following named good results:

1. There is less punishment required to preserve the discipline of the prison now, by more than one-half, than before the organization of the school.

2. The men do more and better work in the shops than before the school was organized.

3. All the officers of the Institution testify to the better disposition of the men universally.

If these things should continue, it will be found that the best discovered means of prison discipline is the Christian Sabbath-school.

HOSPITALS FOR THE INSANE.

Are located at Mount Pleasant and Independence. The former has 345 acres of land connected with the buildings, valued at \$17,250; buildings, \$400,000; number of inmates, 501; officers and employes of the institution, 80. Dr. Mark Ranney, Superintendent of the Hospital, in his report, Nov. 1869, to the Legislature states that, "Since the opening of the Hospital, 1425 patients have been admitted, of whom 741 were men, and 684 women. Ten hundred and twenty-seven—533 men, and 494 women—have been discharged. It was established in 1855.

The Hospital at Independence is in process of erection upon a beautiful tract of land, $1\frac{1}{2}$ miles from corporation limits, containing 320 acres, valued at \$12,800; cost of the building under construction, \$280,000; estimated cost when completed, \$700,000.

INSTITUTION FOR THE EDUCATION OF THE BLIND.

This Institution is located at Vinton on a site embracing 40 acres of ground, valued at \$6,000. The value of the buildings is estimated at \$150,000. The number of students is 101; the number of officers and teachers, 25.

THE INSTITUTION FOR THE DEAF AND DUMB

Is located at Council Bluffs on 90 acres of land, valued at \$9,000; buildings, \$140,000; 98 pupils, 5 supervisory officers, 6 teachers, and 20 other employès. It is a very superior Institution, affording every facility that is offered in any school of this kind in this country.

STATE HISTORICAL SOCIETY AND STATE LIBRARY.

The State Historical Society is located at Iowa City. It has a growing cabinet of relics and articles symbolic of the spirit and representative of the customs of times past and current, together with a collection of zoological and mineralogical specimens, amounting in all to 4,003. It publishes a historical periodical Quarterly, "Annals of Iowa," in which is preserved the early and current history of the State, in every department of public interest, from direct and original sources.

The State Library occupies commodious apartments in the Capitol building and consists of about 12,000 volumes, of which about 1,000 are miscellaneous. The remainder are works of a legal and documentary character, forming what is esteemed the most complete law library in the Northwest.

DAVENPORT PUBLIC SCHOOLS.

As this city was among the first in the State to organize a union graded school system, and the first to create the office of city superintendent, which it has liberally supported for over thirteen years, and as it is the metropolis of Iowa, it is deemed proper to insert in this report extracts from the last report of its superintendent, W. E. Crosby, Esq.

To the Honorable Board of Directors of Davenport Independent School District:

GENTLEMEN : In compliance with your rules and regulations I

herewith present my second semi-annual report on the "Condition of the Schools" under your control :

Table showing the Enrollment, Attendance, by Schools, for the half year ending February 8, 1871 :

Table comparing the Enrollment, Attendance, etc., for several years :

YEARS.	Total Enrollment.	Average No. Belonging.	Average Daily Attendance.	Per ct. Attendance.
1867-8.....	2224	1841	1661	90
1868-9.....	2770	2060	1910	92.7
1869-70.....	3048	2293	2126	92.7
1870-1.....	3187	2476	2297	92.8

ABSENTEEISM AND TRUANCY.

The per centum of daily attendance, reckoned on the average enrollment, as shown by the records of the past ten years, was as follows :

For 1860-1.....75	For 1866-7.....84
For 1861-2.....	For 1867-8.....90
For 1862-3.....77	For 1868-9.....92.7
For 1863-4.....	For 1869-70.....92.7
For 1864-5.....	For 1870-1.....92.8
For 1865-6.....80	

Some unavoidable circumstances have operated to prevent any

considerable increase in the per centum of daily attendance of pupils, for the year. Steady and uniform growth of the schools in any direction cannot take place without uniformity of circumstances and means. The delay in the improvements of the buildings Nos. 2 and 3, for a month, at the beginning of the year, was in itself sufficient to reduce the attendance, appreciably. Other causes, such as the loss of the service of two of our best Principals—one by reason of sickness, and the other, by death—however well their places may have been supplied, have, in like manner, led to irregularity, and unfavorable results in this regard.

Through all trials and changes, however, we can show advancement. That we can do so, and are able to report an unfailing interest in the public schools is good reason for congratulating your honorable body on a year of successful management. There have been comparatively few suspensions for “absence without sufficient excuse,” and very few cases of truancy. We have had no complaints as to the severity of “rules requiring unreasonable excuses for non-attendance.”

It will be observed that there have been 7 pupils absent, each day, for every 100 belonging. Taking the number belonging to each teacher to be 50, we shall have at least 3 pupils absent from each room, daily—one or two from every class taught in the schools. In a superficial view, this may seem a matter of little moment to the community. But we may not so regard it. A day lost from school cannot easily be made good to the child, or find a fair equivalent in any ordinary service to the parent. In nine out of ten cases of absence the child is the loser. A day's absence usually involves the sacrifice of four or five recitations in as many branches of study. It not seldom occurs that the absence falls on a day when a new subject is to be begun, or an important and wide-reaching principle in science is to be considered. In such cases the effect may be serious beyond measure.

Taking all circumstances into account, especially the long distances which the little children must necessarily go to school, the above per centum of attendance for the six months past may be accepted as fair evidence of the fidelity of the teachers, and the co-operation of parents.

CLASSIFICATION—SUMMARY BY GRADES.

This table shows the number of pupils remaining in each grade of the school, at the date of the last monthly report. Numbering from the lowest class upwards, the 1st, 2d, and 3d grades constitute the Primary Department; the 4th, 5th, and 6th, the Intermediate Department; the 7th, 8th, and 9th, the Grammar Department; the 10th, 11th, 12th, and 13th grades the High School. This gives thirteen years to the course of instruction pursued in these schools, and if the child, entering the first grade at five years of age, suffer no delay in promotion by reason of unavoidable causes, he will, if possessed of ordinary capacity, graduate from the high school at eighteen. A good mind attending school regularly, may, *if thought desirable*, do the work in less time. This is *one year saved* as compared with the former classification, the same amount of work being required. But I am satisfied that the course may be completed in twelve years and nothing be lost to the pupil—and thus *two years* of school-going be saved to this community. But before making a further reduction of the time *allowed* for the completion of the course of study, it is important to consider whether the age and capacity of a fair minority of children will admit of it.

The actual workings of the schools show that nothing but non-attendance or incapacity interrupts the progress of the individual.

Scarcely a week passes that does not embrace in its record promotions of classes or pupils. It is true that here and there is found a mind possessed of superior talent or aptitude in some one branch, on whose behalf it is urged by persons not well informed as to facts, that such an one is repressed and suffers injustice under the restrictions of grade and class. The very few of such cases that may possibly exist are provided for by means of the *method of averages*. By this, least and greatest attainments are considered together, with the scale always on the side of talent. For, it is seldom, we might almost say never, the case, that talent in a single direction is unaccompanied by ability in any other. Besides, all great thinkers who have spoken on the subject urge that, *education must aim to develop and strengthen each of the whole round of human faculties*. Moreover, talent takes care of itself.

Certain it is that somebody must decide that minds are fit or unfit to be classed, to be promoted in a body, or singly, and the decision must be a reasonable judgment, based upon observation in accordance with a plan containing in itself the proofs of its own value and correctness.

Says Horace Mann, in his report on European Schools :

“The first element of superiority in a Prussian school, and one whose influence extends throughout the whole subsequent course of instruction, consists in the proper classification of the scholars. In all places where the numbers are sufficiently large to allow it, the children are divided according to age and attainments; and a single teacher has charge only of a single class, or of as small a number of classes as is practicable.”

Discard the idea of classes and grades, and by so doing you make *free schools an intolerable burden* to the community. For by means of them large numbers of children are taught by comparatively few teachers, and thus the cost of instruction greatly reduced, and taxation rendered less burdensome. It is classification that helps most to make public schools better and cheaper than private institutions.

The table enables us to compare the various schools, and the pupils of the same grade in different schools with one another. Other things being equal it illustrates the relative capacity to classify and manage large numbers of children on the part of the Principal,

and the comparative influence of the teacher to retain her pupils in school and secure their promotion. This particular exhibit will reveal some weaknesses to the practiced eye, which are effects due to causes some time since removed.

The table reveals one highly important fact to the community, one in which society as a whole is profoundly concerned. I refer to the large falling off of pupils before the course of study is completed. In the Primary Department, the first three grades, corresponding to the ages of six, seven and eight, there remain 1,448, one-half of the whole number, while in the High School but one hundred and two remain in the four grades of that Department. Out of the whole number, but ten remain to graduate !

The grand objects of education cannot be attained by the best methods in the hands of the best teachers the world can furnish, in the limited time permitted to the majority of children taken from school at early ages. It would be folly to suppose that any artifices could be made to replace the element of time in a process of natural growth. "To everything there is a season." Neither human muscle nor brains can be forced to a maximum result before the age of twenty. Why, then, force the youth to employ their physical powers in hard labor while their mental faculties remain undeveloped.

It is bad economy to take the youth from school and put them at work with a view to gaining, pecuniarily, thereby. Every boy added to the number of laborers tends to diminish the wages of men. Labor is cheapened, but by means of actual waste.

Immature brains and hands will produce cheap results, but at a loss in the quality and workmanship of products. If there be anything in the idea of educated labor, it fails of a fair expression by reason of the fact that education is not given time to train and mature the powers of labor. In the outcome, force is wasted through imperfect instrumentalities and crude applications.

It is deleterious to the morals of society. If it be conceded that intellectual employment adds to moral character, then the question needs no further argument. For the mind of the youth engaged daily in the study of facts, principles and sciences, must live in an atmosphere whose prevailing hue is pure truth. Indeed, one of the chief ends of knowledge is the removal of error, and the consequent

gain of truth. As soon as the youth enters any ordinary vocation or profession, he nears the purlieus of falsehood and vice, and to resist temptation to evil becomes no small portion of his daily tasks. He should have leave and help to grow, intellectually and morally, till he shall have acquired stability of character.

PENMANSHIP AND BOOK-KEEPING.

The efficiency of the writing has been much increased by the addition of an assistant teacher, who instructs the primary grades. Before the present year, instruction in penmanship was not given to pupils below the A rooms: now it is extended to all the children in the schools. Book-keeping is added to the High School course. That these are great improvements of a useful character, the community will not be slow to admit.

Book-keeping in the High School seems to find much favor with parents and pupils. Nearly all of the masters and misses of that department are receiving instruction in a regular course, which will equivalent to that obtained at the best commercial schools.

MUSIC.

Instruction in vocal music was introduced into the schools this year for the first time. I am aware that many persons regarded it as a doubtful experiment, and some as involving a useless expense. But nine years observation as Principal of a city school where the elements of music and singing were taught to every one of sixteen hundred children with unquestioned success, was my assurance that if induced and properly taught in these schools it would become an essential and permanent part of the system, and would earn for itself the hearty approval of the community. My hopes are realizing quite fast enough.

In no exercise of the school-room are the children more interested than in this, to none, say their teachers, do they look forward with more desire, and in none do I find teacher and pupils more heartily in sympathy with one another.

It will afford parents pleasure, surely, to see their children growing up into possession of a knowledge of music as complete and thorough in its particulars and influence upon the character as any other branch

of culture. How it could so long remain out of a good system of schools is a mystery to me.

The teacher cannot personally instruct all the children for a very good reason—want of time. She can give but one lesson a week to each of the rooms of the Intermediate Grammar and High School Departments, leaving the primary rooms to be reached through the regular teachers, whom she instructs. This may not seem so well, but it is the best that can be done under the circumstances. It will not do to neglect the little ones. The notion of favoring the older pupils with instruction in the special branches, and ignoring these little ones is neither good philosophy, nor safe practice.

When the work takes shape, and the teacher finds himself at home in it, time may be gained, and nothing lost by bringing any two rooms of nearly the same grade, in each building, together. Instruction in music may often be given to pupils in mass, with advantage. Many things are gained by bringing many voices together, provided they can be suitably directed and harmonized.

Such an arrangement will enable the teacher to visit each grade of pupils oftener than once a week—an end much to be desired, on behalf of rapid progress and unfailing interest.

THE TRAINING SCHOOL.

In last year's report on this very essential part of the system, I remarked as follows: "I do not detract from the merits of the work done in the Training School, by saying that the practical knowledge of modes of discipline and methods of instruction gained therein will not supply the place of the mental culture and technical knowledge so requisite to the highest success in teaching."

Bearing this in mind, an attempt has been made this year to give the school a more scholastic character and at the same time preserve all that make it valuable as a training school for teachers in school government and methods of instruction. Accordingly, grammar, arithmetic and geography have been regularly taught. Considerable attention has been given to English analysis, elocution, and composition. Physical geography has been taught topically. Mental philosophy has been considered in its relation to teaching. During the remainder of the year it is proposed that physiology, history, and

literature be taken up and studied as far as time will permit. It will at once occur to you that the results to be accomplished in so wide a range of subjects in a single year will depend largely on the willingness of the pupil-teachers to read and investigate for themselves in hours out of school. But the majority of them are already somewhat familiar with most of the branches specified, and for such the task will be only a favorable occasion for review with a special view to their practical application and the best modes of teaching them. All are zealous and seem anxious to qualify themselves in all possible ways for the work of teaching.

The plan of our organization was modified by appointing an assistant, whose time is chiefly employed as a model teacher, but is in part devoted to the instruction of classes from the High School, and in part to the trainers in branches of study pursued for professional benefit.

This arrangement provides a skillful and competent teacher to the children attending the training school, for a good portion of the time, and thus is met an objection made to it, on the part of some persons, to the effect that their children suffered for the sake of inexperienced girls, who were *learning to teach*.

The management of the school has been satisfactory. The good work done this year must commend its usefulness to the confidence of the people. All of last year's graduates, save one, are now in the schools, and, without exception, have proved themselves well qualified. It is not venturing too much to say that those who will graduate at the close of the present year will be found equally worthy. In this connection I wish to recommend that an examination for graduation on technical and practical qualifications be held at the close of the year, which shall be final for employment in the order of merit shown by means of the examination, and that this be made a standing rule of the Board.

It is recommended, further, that a two years' course be authorized, in addition to the present one, which, in character and comprehensiveness, shall aim to reach the dignity of a Normal School course, for the complete training of teachers in the interest of the city.

The reasons for these recommendations are, in brief, (1) That the increasing and higher demands of the schools may be supplied

with teachers educated under the supervision of the Board, and (2), That the influence and reputation of the schools of the city may be extended and thus the interest of the city itself be built up and conserved.

SABBATH SCHOOLS.

H. W. Knapp, State Sabbath-school Worker, and Editor of the *Iowa Sabbath School Helper*, has furnished to this Department the following encouraging statistics on the Sabbath-school interests of the State:

Sabbath-schools,.....	4,000
Officers,	10,000
Teachers,	35,000
Pupils,	200,000

Making in all a Sabbath-school force of 245,000 directly interested in the work. County Associations have been organized in seventy-five of the one hundred counties that constitute the State, and these are modeled in the main after the plan of the State Association, and governed by the constitution it recommends. We have elsewhere expressed our estimate of this institution, and take occasion in this connection simply to suggest that the State and County Associations, above alluded to, will confer a lasting benefit on our religious communities, and inaugurate one of the most needed reforms of our time, if they will reconstruct the entire internal machinery of the Sabbath-school, so as to make it more completely an institution of the Christian church than it now is. We are assured by the State Worker that this is now under advisement, and that presently, it is in contemplation, to submit and urge for trial a scheme of Sabbath-school organization, that shall take in more largely the membership of the church, and so modify the prevailing methods of classification and instruction, as to secure the children a more systematic and efficient training in religion. We can conceive of no effort more timely and commendable than this; and, since the institution, as now managed, is open to many serious, though generally suppressed objections, all of which center at last in a general looseness of method, it

is a matter of congratulation that the combined aim of these associations is to remedy this defect.

AMENDMENTS TO SCHOOL LAWS.

In addition to the suggestions incidentally made in the body of this report, contemplating certain vital changes in the school system of the State, I would recommend the following minor amendments, which are deemed of immediate and pressing importance:

First. Section 3, School Laws of Iowa, 1868, should be so amended as to have the words, "And a similar notice shall be given by the same officers in case an Independent district is left without officers" added at the close of said section.

Second. Sec. 4, (*Ibid.*) 1868, should be so amended that its provisions would extend to any change effected in the civil boundaries of townships by the board of supervisors. As now worded, it is limited to cases in which a district township is divided into two or more entire townships for civil purposes. I would suggest that after the words "or the consolidation of civil townships," in said section, the words "or other changes in the boundaries of townships for civil purposes" be appended.

Third. In Sec. 21, (*Ibid.*) it is suggested that after the words "third Monday in March and" be inserted the words "second Monday in."

Fourth. Sec. 39, (*Ibid.*) should be so amended as that, immediately after the words "sufficient cause for failure so to do" should occur the *proviso* "That the number of pupils attending school in any sub-district, shall not be less than one-fourth of the children enumerated in said sub-district, during the summer term, nor less than one-third of such enumeration during the winter term."

Fifth. In Section 40, (*Ibid.*) after the words "contingent expenses of the sub-district" the words "where they attend school" should be stricken out, and in their place the words "in which they reside" should be inserted.

Sixth. Sec. 92, (*Ibid.*) should be amended by striking out of said section, after the words "County Treasurer shall," in the first line, the

words "on the first Monday in April," and inserting the words "on the Friday next preceding the third Monday in March."

Seventh. Sec. 143, (*Ibid.*) should be so amended as to provide for the revoking of a State certificate in case the holder thereof voluntarily absents himself from the county institute.

Eighth. Section 3, of chapter 8th, of the Acts of the Thirteenth General Assembly should be so amended as to have the clause: "and the President shall have a vote only in case of a tie," appended at the close.

SCHOOL FUND.

As suggested in my report of 1868-9, the present system of managing this fund will always result in a loss of annual interest to be apportioned to the schools of the State. But so long as the Legislature will not change the system and concentrate the fund and allow it to be managed by the State, rather than by the counties, I endorse the State Auditor's suggestions for improving the present system, in his report just issued.

It has been reported to this department that in parts of Jackson and Lee counties, school officers pay the school funds to denominational schools as well as to the public schools. This is in direct violation of law, and these officers should be held responsible for transcending the power provided in the statutes of the State which they have sworn to execute and obey.

LABORS OF STATE SUPERINTENDENT.

By section 103, School Laws of Iowa, 1868, it is made my duty to report to your honorable body sundry matters pertaining to the educational interests of the State. Aside from items of a purely statistical character, enumerated in the above section, the most difficult task it imposes is to draw out in just and comprehensive terms 'a statement of the condition of the common schools of the State,' 'and a plan for their more perfect organization and efficiency.' In order to be better able to discharge that duty, in the early portion of

my term, I planned a tour of general inspection into all portions of the State, taking Institutes and other public meetings in the interests of public schools, as the occasions of my visits, and by counseling with teachers, and looking over the field with my own eyes, learning in this way the peculiar wants and local embarrassments of the different school communities of the State.

I have thus been able to make a thorough canvass of the ground, and gain such a conception of the condition of our public school interests as I could not otherwise have acquired. In prosecuting this design, I have traveled 14,102 miles in 18 months, and have in the same time delivered 73 lectures.

Incidentally, I have been permitted to witness other results than those in immediate contemplation, when projecting a survey of the State. I aimed to acquire information from personal intercourse with teachers and others, on the condition of the public schools. I was gratified, however, to observe a general awakening and rekindling of educational zeal. I find that in carrying out this plan I have unwittingly done what in Massachusetts, during the past year, was accomplished by a system of agencies, regularly equipped by the Legislature, and sent out over districted portions of the State to accomplish for public schools what only the living voice and a heart warm in the cause can accomplish. I may be allowed to notice in this connection, as strengthening the conviction, that I have not put an exaggerated estimate upon that kind of school-work in which the living voice of its State officials is the instrument chiefly relied on—the fact that the board of education of the State of Massachusetts, after securing an appropriation from the Legislature for the purpose, and distributing the State to six agents, saw proper to include among these six agents, no less illustrious persons than Prof. S. S. Greene, of Brown University, and Hon. N. P. Banks. Mr. Banks, in his report, says, “I can conceive of no means more efficient or more certain to produce the desired result than that of the agencies established by the act of the last Legislature.”

The Secretary of the Board, Dr. Sears, has the following language in his report :

“I cannot dismiss this subject without expressing my deep and abiding conviction that the experiment tried the past year has fully

proved the wisdom of the Legislature in making appropriations for the purpose, and that the continuance of it would have the happiest influence in promoting education among the people of the State. It has been made quite evident that the speediest and surest way of reaching and moving the hearts of the people on the subject of common schools, is through the living voice of judicious, earnest, and experienced men, thoroughly acquainted with our institutions for education, and feeling their inestimable value."

It will not be amiss to suggest some such experiment in this State, as a means of arousing a more general interest on the subject of popular education.

And, I would therefore, call your attention to the recommendations made by Governor Merrill, in his message of 1870, viz: That the State by proper officials appoint six Assistant State Superintendents, whose duties shall be confined within six specified districts, and who shall devote themselves exclusively to the work of lecturing and teaching at Institutes, and meeting educational conventions for school officers, and in visiting schools.

OFFICE WORK.

During the past three years the business of this Department has been largely augmented, by an increase of correspondence and school decisions. Within this period 6083 letters have been written, 2000 circulars have been sent out, and 70 decisions have been made, and over 5000 copies of School Laws and Superintendent's reports, have been distributed with a large number of school blanks. To enable an accurate discharge of these duties, the Census Board gave the office the services of a clerk, in connection with the Deputy Superintendent for the past eighteen months. The outlay of the Department for salaries is less than \$4000 per annum. By comparing these statistics with those of New York, where the outlay is \$11,600, and with those of Pennsylvania, where it is \$10,000, it will be seen that the expenses of this State are proportionately small, and inadequate to the wants of a school system, that is represented by nearly half a million of a school population, and over 20,000 teachers and school officers. And

I would suggest that the Legislature make an appropriation for this Department, so that it may be able to meet the growing demands made upon it, by the school interests of the State.

CONCLUSION.

I cannot close this report without returning my most sincere thanks to teachers and school officers throughout the State for their hearty co-operation with this Department. In addition, I take pleasure in making special mention of the Census Board who responded so promptly to the need of additional help for the office when such aid was indispensable to the school interests of the State; also, of the Deputy Prof. W. H. Wynn, for aid in general office work and on this report, and of the clerk, Edw. Merimee, for his accurate labors on the statistical tables and in the correspondence of the office.

A. S. KISSELL,
Superintendent of Public Instruction.

ABSTRACTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

ADAIR COUNTY.

This county is, comparatively, a new one, and consequently our schools suffer for want of competent teachers. The schools are many of them small, and the scholars are of course backward and less interesting than in the older portions of the State. Teachers' wages are too low to attract teachers of the best qualifications and consequently we are obliged to use the material we have on hand. Time and age will measurably correct these evils. What we need in this county is a good normal or training school for teachers.

It is too much the fashion in this region to leave the school entirely to the teacher and officials. I have rarely seen a parent inside of a school-room in this county, and the directors, though required by law to look after the teachers whom they hire seldom perform this important duty.

As a consequence of the foregoing facts the schools do not acquire the popularity and importance which they deserve, and scholars, unless inclined of themselves, do not attend the schools with promptness and regularity. Parents seem to have but little control over their children in this respect, and often the influence they have—warped by their indulgence or stupidity—is exerted in the wrong direction to an extent alarming and destructive to many schools. Children are not only allowed but encouraged to remain at home for the slightest reasons. This is the great obstacle to the prosperity and success of the smaller schools. In the face of all these obstacles, however, I am happy to be able to state that the good cause is making progress in our new and growing county, and that all efforts in the right direction meet with reasonable success.

ADAMS COUNTY.

W. P. JEFFREY, SUPERINTENDENT.

Scarcely seven months have elapsed since I entered upon the duties of this office. During this time I have visited all the schools of the county but six, which I could not visit on account of being engaged in teaching. I found many of the schools doing well, while a few had merely a name to live. Our great want is more well qualified teachers and school officers—teachers not only well qualified, but dexterous and skillful—officers that will perform the duties incumbent upon them in both spirit and letter.

Progress.—I am glad to report that we are gradually progressing. During the year eleven new commodious school-houses have been built and others are in progress; many of the old school-houses have been furnished with the latest improved seats. In Corning we are erecting a brick school-house at a cost of \$10,000, which is to be ready for use by the first day of next January.

Professional Teachers.—It is not necessary to make an illustration to prove that the principle of changing continually from one business to another necessitates a failure in nine cases out of ten. Practical examples are before us almost daily showing that in order to improve the condition of our schools, it is necessary that we have a corps of earnest, successful, professional teachers. I find some teachers are cheap at any reasonable price, while others would be dear if they taught for no more than the value of their boarding, but these are gradually thrown out of the field of teaching by the more earnest and successful teachers taking their place.

When we can have all our schools supplied with teachers who have qualified themselves for the work and engage in the vocation as a profession, then we may expect our schools to rise to that high eminence which we so much desire.

Normal Schools.—From the fact that all educational improvements concentrate themselves upon the work of the teacher, it is all important that the means and advantages for qualifying the teacher

for his great and arduous work, should be given. In compliance with this we are looking forward at no great distant day when we shall have just such a school in our county.

APPANOOSE COUNTY.

G. C. GOODENOUGH, SUPERINTENDENT.

1. *Educational Progress in the county.*—The progress has been slow, but an increasing interest seems to be felt among the teachers, and many are laboring hard to prepare themselves for successful teachers. We have five graded schools in the county, and good teachers at the head of them. The low wages paid is quite a drawback upon the success of our schools, and many good teachers are preparing to engage in other business, as the result.

2. *Educational work done by the County Superintendent.*—There have been two Institutes, and three County Teachers' Associations during the year, besides several Township Associations, which have resulted in some good, both to teachers and to the community at large, and these associations will be continued during the coming year. The Superintendent's time has been devoted exclusively to the work, and the standard of education has been gradually raised.

3. *By other Agencies.*—No other agencies have been employed except several Literary Societies through the county.

4. *Measures calculated to advance the school interests of the county.*—Having been acting as Superintendent for only a short time, I am unable to say anything under this head. In fact I am unable to determine the meaning of the question, whether it means What measures would be best calculated to advance the school interests of the county? or, What measures have already been taken to advance them? The question to me is so indefinite, that I will not attempt to reply.

BENTON COUNTY.

H. M. HOON, SUPERINTENDENT.

The schools of the county have improved twenty per cent over last year. The citizens and parents have been aroused in many townships, as though it were from a deep sleep, to a knowledge of the situation and wants of their schools. Parents, officers, teachers, and pupils have come in contact through the township institute work. Here they have learned each others' wants, and as brothers working in the cause of humanity, have united as one man in the work of systematizing, classifying, and properly arranging their schools for greater proficiency. What we want most to perfect the design of the common school system, making it more effective in its mission, is a unanimity of action on the part of the parent, officer, teacher, and pupil. The best method, in my opinion, of accomplishing this desirable end is through the township institute work. Here we meet—director, parent, pupil, superintendent, and teacher—all more or less interested in the success of each school. It is here the living, energetic, and persevering teacher appears; his method, theory, and system, as well as his profound knowledge of human nature and science, are fully comprehended. The patrons, director, and pupils of his school are delighted. One will whisper, "Noble fellow!" Another will say, in low but audible voice, "You shall have my support and influence." A third class teacher next appears: what a contrast! it beggars description. Emulation appears: "No more third, or even second class teachers," says one. "I am of the same opinion," whispers another. A third says, "We will have a good teacher or none." A fourth exclaims, "I have learned more about teaching, and teachers, and schools, than ever I knew." Here is a point gained, and confidence in ability strengthened, and the professional teacher honored.

I have labored zealously for the advancement of the schools of the county—traveled twenty-three hundred miles, making two hundred and ninety-three school visits—had ten township and two county institutes, and one county normal school of six weeks' session.

The board of supervisors and one or two county newspapers have aided nobly in the work; also many of the ministers have given their influence and assistance.

I would advise many changes in the school laws: a stated salary per annum for county superintendents—a change in the manner of electing county superintendents; also, a modification in the township system of directors, and other features of the law, which are unintelligible and defective. The whole law needs revising.

BREMER COUNTY.

CHILES S. HARWOOD, SUPERINTENDENT.

Educational progress in our county.—1st. We have ten per cent less teachers than when two years ago, or nearly two years, I took charge of these schools, and we are able to-day to pay upon a written examination a very much higher per cent of a much more severe examination. I think I can safely say that our average qualification has advanced not less than ten per cent.

2d. The most interesting feature of improvement is the fact that teachers are more fully awake in a common-sense manner, viz: that their pecuniary interests demand better qualification. That demand is ever regulated by supply, and that the world is not indifferent to the results of skilled labor. And the interest that parents and school officers are evincing in our school work is increasing; where one year ago last spring a director said to me: "She will do to teach our summer school; we can get her cheap," the same man said to me this spring: "Send us a good teacher, money is no object." And I am fully convinced that in many districts of this county a known poor teacher cannot get employment at any price, while a known good and faithful one will be secured regardless of cost. This is progress. "The laborer is worthy of his hire," and in no department more so than in ours.

Educational work done by County Superintendent.—I have done

this: Given almost every moment of my time, and all of my interest to this work. I have visited every school, or very nearly every school, in the county *twice*, and many more frequently, and have kindly yet firmly, almost invariably, corrected all the errors noticed; have encouraged and commended all the good, and discouraged all the bad; have in fact made school my trade and "worked at my trade."

I have held about a dozen Teachers' Associations in the county—primary object to teach method. Yet in order to teach method, facts must be taught. Results, method, and fact, or fact and method. I cannot tell how much work I have done. I can truly say this: never in my life time did I ever do more hours of work or work more diligently and earnestly, and all my life has been toil. And as regards the work done by other agencies, I can say this: We have fully a score of the ablest, most conscientious, working teachers in the *world*, and several men on our school boards will do all in their power to fix and sustain a standard of education that is an honor to our State.

With the aid of these we have been enabled to work up in several parts of our county a genuine enthusiasm, and poor work will not be tolerated, and good work will be well compensated.

All of this respectfully submitted.

BUCHANAN COUNTY.

S. G. PIERCE, SUPERINTENDENT.

On reviewing the educational history of this county during the period of my official connection with the schools, though painfully conscious that a vast amount of work remains to be done before our public schools can attain to any high degree of excellence, yet I find that something has been accomplished, and am happy to mention the following evidences of educational progress:

School Houses.—Ten years ago we had forty school-houses valued at \$6,999.00 We now have one hundred and twenty-three with an

aggregate valuation of over \$100,000.00. The unsightly log cabins and rough board shanties have been replaced by neat and substantial structures, designed with some intelligent reference to the health, convenience, and happiness of their occupants, while several of those recently built vie with our churches and other public buildings in architectural beauty. The citizens of Independence, Jesup, and Winthrop deserve much credit for the public spirit they have manifested in the erection of large and beautiful school buildings. More costly and showy buildings may be found in larger towns, but I think there are few, if any, in the State better adapted to their intended use.

Furniture.—Nearly all the school-houses erected in the county during the last four years are furnished with patent desks of the best style, and the general introduction of this kind of furniture is only a question of time. Ample blackboards are now common, and where they have not been provided our teachers make the walls of their school-rooms available by covering them with dark blue paper.

Apparatus.—With a few exceptions the schools of the county are supplied with outline maps, globes, numeral frames, etc.

Schools.—There are one hundred and forty, including the several departments in the independent districts. Four are graded and have a fixed course of study. The common branches are taught in all, some of the higher English in a few, the Latin language in three, and the German in one. The school year has been extended from six to over seven months. Teachers' wages have advanced, during the period under review, from \$21.04 for males and \$13.88 for females, to \$39.75 and \$25 per month. Boards of directors now fix the compensation of teachers according to the grade of their certificates; making no unjust discrimination in favor of males—brains, not muscles, being chiefly in demand. In some districts a difference of ten dollars per month is made in the wages of first and second class teachers.

Private Schools.—A few private schools are opened during the vacations of the public schools, and are doing a good work. I am happy to report but *one* denominational school in this county. This one draws its entire support from the foreign element of our population.

Teachers.—Sixty-four males and one hundred and sixty-six female teachers are employed during the year. Of this number, twenty may be classed as professional teachers, of ripe experience, and well established reputations; while a large majority are faithful and efficient, up to the measure of their abilities.

The demand, however, for skilled labor in the school-room is largely in excess of the supply. I have many applications from school officers, constantly on file, for first class, experienced teachers. To meet this demand, we have drawn largely upon the counties around us. Public opinion in this part of the State, would cordially sustain our Legislature in making ample provisions for the education of teachers.

Text-Books.—Uniformity was secured through the action of a county convention of school officers, and remains undisturbed except in a few districts, in which the disinterested benevolence of book agents has been manifested.

Methods of Instruction.—The old penknife method of teaching reading, has given place to the Word and Phonic method; while charts, black-boards, and slates, render the first steps pleasant and easy. Pupils are better classified in this branch than formerly. More attention is given to elocutionary drill. Lessons have been shortened, from four pages to four paragraphs, our teachers' motto being: "Fight it out on that line, if it takes all summer."

In spelling, the written is universally combined with the oral method; progress marked again by short lessons and thorough work.

Map drawing is taught in connection with geography. In arithmetic, more attention is given to principles, and the formation of correct habits of reasoning, than to the mechanical application of rules.

Grammar is taught orally, to some extent. Drawing is successfully taught in many schools; and music lends her sweet inspiration, to break the monotony and enliven all the exercises of the school-room.

Year by year, as I have visited the schools of the county, I have noticed less and less, of slavish dependence upon text-books, more of oral instruction, more object-teaching, more constant use of slates and black-boards, more frequent and thorough reviews, and, as a consequence, better and better results.

Institutes.—In addition to our annual Institute, which is always largely attended, more than 200 teachers being present at the last, we hold township, or one-day Institutes during the winter term. Dividing the county into four sections, of four townships each, and holding an Institute in each section once in four weeks, we have a teachers' meeting at some point in the county, every Saturday during the sixteen weeks of the winter term. I simply pay a well deserved compliment to our teachers when I say, that these meetings are well attended and enthusiastically sustained. For some years past "The Teachers' Column," in one of our local papers, has been filled with original articles contributed by the teachers of the county.

School Laws.—Few, I think, whose sympathies are fully in harmony with the grand objects of our noble school system, will care to see it again subjected to Legislative tinkering; and yet a few changes in the school law seem to be necessary. The sub-director, if we must have such an officer, should hold his office for three years. He should receive pay for his services, and give bonds to do his whole duty as an officer. The men who levy and disburse three-fifths of all our taxes, and nominally guard the dearest interests of the State, should not be required to work for nothing, nor allowed to make the injustice of such a requirement an excuse for neglect of duty.

My grateful acknowledgments are due to school officers and teachers, for their uniform courtesy and hearty co-operation; to many friends throughout the county, for their generous hospitality, and to the dear boys and girls for their cheerful greetings, and many acts of kindness.

BUENA VISTA COUNTY.

JAMES D. ADAMS, SUPERINTENDENT.

The schools of the county are in a good condition, have been supplied with good teachers, and have been well managed. The several Township Boards of Directors have shown an interest in schools

that is praiseworthy. In 1870 there were but few schools in the county, and but two good houses ; now there are many good houses, 20 x 30 feet, and all seated with the best seats and desks, and nearly every school house lot is prepared, by breaking a strip of the prairie around it, for planting trees next spring. I expect that nearly every lot will be surrounded with a nice grove, and supplied with wells and all necessary outbuildings. I called a meeting of the Directors of the whole county last winter for the purpose of adopting a uniform series of text-books throughout the county, and a committee was appointed to select, and their report at a succeeding meeting was adopted, and all new books purchased in the county since that time have been of the kind recommended. In the villages or towns, Storm Lake, Newell, and Sioux Rapids are designing to establish graded schools as soon as suitable buildings can be provided. The wages offered to teachers have been raised about one-fourth above former prices. Most of the District Townships offer \$45 for first class, and \$35 for second class.

I think that sub-directors should have something allowed them for the time they spend in looking after the interest of schools, and can see no reason why laws have not been passed allowing them a compensation sufficient to induce the best men in each sub-district to accept of the office.

Our Teacher's Institute, held last December, was well attended by teachers and school officers, and was profitable not only to teachers, but it awakened an interest among parents that has been plainly seen in the improvement of the schools. The Institute was managed and conducted entirely by the teachers of the county.

BUTLER COUNTY.

W. A. LATHROP, SUPERINTENDENT.

Educational Progress.—It has been my constant endeavor to raise the standard of educational progress in the county, and I think I have met with a good measure of success. As an evidence of this

I will instance the efforts of teachers to more thoroughly qualify themselves for their calling, and a laudable determination on the part of the patrons of the schools to employ no teachers but such as come well recommended. Our institutes are more generally attended, and those teachers that attend them are sought after to the exclusion of others.

Work by Superintendent.—I have been as thorough in the visitation of schools as health and business would permit. It has been my aim to visit every school at least once. This matter of visitation I consider of vital importance to the schools. It cannot be made in my judgment as effective as it should be until the superintendency is made a salaried office, with such a salary as will justify a competent person to give his entire attention to it. As it is, with its meagre compensation, it will not furnish a support to the officer, and he cannot afford to attend to visitations, except at such times as they will not interfere with his usual calling.

CASS COUNTY.

E. D. HAWES, SUPERINTENDENT.

Educational Progress in the County.—I am sorry to say that my annual report is very imperfect. There have been some twenty new school-houses built during the past summer, and patent seats put in all of them. Notwithstanding the hard times our county is paying better wages this winter than ever before. The best of all is, we report eight hundred more *children* this fall than last. This we call "progress."

Normal Schools.—Our school interests are suffering greatly from the want of thoroughly, qualified, professional teachers. These cannot be had until our Legislature makes provisions for them. We hope our next General Assembly will establish a thorough system of normal and training schools, that the noble State of Iowa may not be behind in this much needed enterprise. With our present class of teachers, the only hope of any kind of success in our schools, is in

the efficiency of the county Superintendent. Take away that support and you might as well shut up our school houses.

Educational Work done by County Superintendent.—I have visited all the schools in the county twice during the year, spending as much time with each school as possible. We have had school celebrations in different parts of the county, and I am happy to say *all* of them were largely attended. I think very much good has resulted from these gatherings. We must get at the people in some way; talk to them, and *make* them talk, find out the trouble, and when found out it *may* be in *us*. I have adopted the written and oral method of examining teachers.

CERRO GORDO COUNTY.

A. S. ALLEN, SUPRINTENDENT.

Educational progress.—I have been superintendent of this county for the last two years. There has been made improvement during this time in the qualifications of teachers, hence also in the order, proficiency and improvements of the schools. Although we have still quite a number of teachers sadly deficient in *real* knowledge of those branches to be taught, and also of tact and ability to manage a school as it should be, yet we have an increased number of well qualified teachers. Several of those who two years since had first class certificates, we find only second class teachers, and poor at that. We think that our schools in general are twice as good as they were two years ago.

Educational Work done by the County Superintendent.—I have visited all the schools in the county once during each term, and many of them twice, for two years past. After hearing the recitations, witnessing the order, decorum, and general management of the school, I have invariably made it a part of my duty to give such counsel and advice to the teacher, as was meet, with a short address to the pupils, giving credit for whatever was praiseworthy, kindly

admonishing whatever was amiss and flagrantly wrong. By conversation and correspondence, I have endeavored to interest school boards and parents more deeply in the cause of our public schools, the education of the masses, and induce them to faithful and punctual visitation of these schools. In the examinations of teachers, I have felt it a duty to impress upon their minds the responsibility of their profession, the importance of a thorough knowledge of the branches to be taught, the varied ways and manner to interest the pupils—especially the dull, stupid, or careless—in their studies, and impress upon the minds of all the importance of order, system, good morals and good manners. I have urged those teachers who were deficient in qualifications to attend some normal school or class at once, or give up trying to teach.

By Other Agencies.—Teachers have received much benefit by attending “Institutes,” and other educational associations, where they have had the benefit of the experience of older and successful teachers in the work.

Measures Calculated to Advance the School Interests of the County.—1. I would suggest that it is of great importance that we should have several Normal Schools established at once, and so located as to accommodate the different sections of the State. Such schools would be a power for good to the teachers, and hence to our public schools, making them ten times as valuable in a few years as they now are.

2. I would suggest also that we petition our Legislature in favor of “Compulsory Education,” with such provisions as are suited to our new and growing State.

3. I would suggest still further that County Superintendents should in all cases possess qualifications of a high order for their office, and hence should be examined by competent authority, and should have a salary which would be suitable and proper, and equal to the work and importance of their official duties.

CHEROKEE COUNTY.

JOHN H. ROE, SUPERINTENDENT.

Educational Progress in the County.—The number of sub-districts and the number of schools have been doubled in the year.

Educational Work done by Superintendent.—Made twenty visits, written numerous articles for the county paper, and have induced most of the districts to get full sets of school record books, and blanks, ordering myself from Mills & Co.

Educational Work by Other Agencies.—An independent school district has been erected at New Cherokee, and preparations made to build a ten thousand dollar school building, for a graded school.

Measures calculated to advance, &c., &c.—Have held a Teacher's Institute, which resulted in adopting one set of books in all the schools of the county, and a general system in all the proper ways of teaching and governing a school. Awarded a \$10 prize for the best essay; committee appointed by the Institute; great good resulted.

CHICKASAW COUNTY.

JOSEPH GRAWE, SUPERINTENDENT.

There has been a healthy progress in the educational work of the county for the past year.

The teachers have advanced so that we have to-day a better class than this county has ever known before. Old school-houses have been repaired, and new ones have been built, all well constructed and furnished with patent furniture. For the most part patrons have manifested a desire to advance the cause, and have worked with the teachers and Superintendent.

The work done by the Superintendent has consisted chiefly in visiting the schools, and working at Teachers' Associations and other

educational meetings. The Superintendent also makes an annual report of the condition of the schools in the county. In this report he places before the public the true condition of the schools and makes suggestions to teachers and parents with regard to the best methods of advancing the school interests. This report is published in the papers of the county.

During the fall, when the schools are not in session, the superintendent is engaged in teaching, and many of the teachers in the county have been in the habit of taking advantage of the opportunity thus afforded for qualifying themselves more thoroughly for their work.

Other Agencies.—Bradford Academy is one of the most efficient agencies in this county in advancing the educational work. It has done more to qualify teachers than all other agencies combined.

1. Among the measures calculated to advance school interests in the county we should first mention teachers' associations. There have been held two such associations during the past year at as many different places, and almost every teacher in the county has been present at the one or the other of them.

2. Our institutes are also doing much good. Their fruits can be distinctly seen in the district schools.

3. A plan for a joint association of teachers of several adjoining counties is now on foot, and will, I doubt not, prove successful.

4. Teachers' examinations are made more a *drill* in the branches to be taught, than a simple examination to ascertain how much the applicant knows.

5. Teachers' certificates are graded so as to encourage a high standard of scholarship. For that purpose a third class is marked, so as to be of but little value, and the professional is graded so as to show the teachers' qualifications in the higher studies. Applicants for any grade are required to pass the same examination in the common school branches; and only those who answer over ninety per cent of this examination can be candidates for the professional certificate. Only those who answer over ninety per cent of the questions proposed for the lowest professional, can be applicants for a higher professional grade, which in every case will include more advanced studies. No person is granted a professional grade who has not been successful in teaching.

CLAYTON COUNTY.

JOHN EVERALL, SUPERINTENDENT.

With regard to our present school system, changes will no doubt be recommended by most of the County Superintendents. All who feel an interest in our common school cause will, I think, agree that *some* changes are necessary. I think that a meeting of the County Superintendents and principals of High Schools throughout the State for the purpose of discussing a new system, upon which we could unite, would be advisable. It would appear out of place for a County Superintendent to present an argument in favor of the continuation of the office which he holds, and it would surely appear egotistical in a report of this kind to present what I would think a model school law. So, I leave suggestions for others to make, hoping that our Legislature will take no backward step, and that they will at *least* listen to the suggestions of our leading educators, who will not, I feel confident, ask anything but what is practical. We can not afford to experiment. Let us not throw the old away simply because it *is* old. Let us adopt those plans which have been tried and have succeeded in other States, looking with suspicion upon that which would give us more school officers than we now have.

I am persuaded that our annual Institutes are doing a good work for our schools, although we in common with other counties, feel the need of a Normal School. We have, I believe, only two teachers who have attended such an institution.

The attendance at and interest in our Teacher's Institutes is increasing ; we had this year one hundred and sixty-seven teachers in attendance.

We have tried to elevate the standard of our teachers' qualifications, and we think that our labor has not been all in vain. We have a corps of teachers that I feel proud of. They are, as a class, earnest workers and seeking for "more light."

An advance of wages in most parts of the county shows that their labor is in some degree appreciated.

I believe that I only echo the sentiment of our teachers in saying that we are trying to bring the schools of Clayton county into the front rank.

We ask our Legislature to give us a Normal School to help us on our way.

My visits to schools are as a general thing well received. I do not think that we can afford to let our schools run without supervision of this kind. The law requiring directors to visit is inoperative, null and void.

In making these visits our rule is to encourage when we can; blame when we must. We have no fixed rule to guide us except to do all that we can to make our scholars good and useful men and women.

Respectfully submitted.

CLINTON COUNTY.

ROSWELL B. MILLARD, SUPERINTENDENT.

Examination of Teachers.—First, A brief oral examination to ascertain the candidate's experience, special training, knowledge of elementary principles, moral character and adaptness for the profession. Second, Written and oral questions, embracing ten topics, on each of the branches required by law, 60 per cent of which must be answered before a certificate is granted. Third, Annual examination to raise the grade or class of certificates granted. Fourth, The preservation of the manuscript of answers of every candidate, with an indorsement thereon of the class, and grade of certificate granted, together with a brief note of school visitation, of those whose schools have been visited. Fifth, Publication of the name, class, grade, and average standing, of all those to whom certificates have been granted during the year.

Teachers' Institutes.—It is the unanimous and expressed opinion of the teachers of this county, that the Institute held at DeWitt, commencing September 4th, 1871, and organized as a Training

School, in two sections, common and graded, was a grand success, and that more and better work, was done during that one week, than could possibly be done in a month, by an ordinarily conducted Institute. The total attendance was two hundred and fifteen. Full proceedings of the Institute were published in the Clinton Daily Herald and other papers in the county, and re-copied in the Institute Register provided by our *live* Board of Supervisors.

Secretaries' Reports.—I expressed the opinion in my last report, that Secretaries' Reports, under the present system, were a *farce*. Another year's experience only confirms that opinion. Never, till the Superintendent of Common Schools is required by law to disburse the school moneys by orders on the county treasurer, and keep an account with him, and the treasurers of the township and independent districts, will you be furnished with full and correct reports.

CROCKER COUNTY.

SARAH A. LITTLEFIELD, SUPERINTENDENT.

As you are probably aware, this is the first year of our county organization. Educational work like all other matters is in an incipient state.

School-Houses.—There have been five frame school-houses built, and one log-house purchased and fitted up for a school-house the past summer, at a cost of about \$200 each. Four of our school-houses are now furnished with outline maps. The grounds around some of them have been broken for improvement. A step in the right direction, I think.

Schools and Teachers.—Our schools, only five in number, in the past, will be increased in number the coming winter. They are small and the pupils not far advanced. Four of our teachers taught their first term the past summer. Their qualifications were of a low grade. The board of directors have resolved to seek teachers of a higher grade for their winter schools.

Educational Work.—I have visited all the schools, both winter and summer; some of them twice. Have circulated the *School Journal* among the teachers. I have endeavored to correct faults and urge upon these young teachers to take a higher stand and qualify themselves fully for their work.

The board of school directors now take several copies of the *School Journal*.

DECATUR COUNTY.

W. C. JACKSON, SUPERINTENDENT.

1. *Educational Progress in the County.*—Our schools stand, at least, twenty-five per cent ahead of where they were two years ago. The most noted progress is in orthography and history.

2. *Educational Work Done by County Superintendent.*—This consists principally of what I have done directly with the teachers and pupils in the schools. In visiting the schools I have made it a point to talk about the branches required by law to be taught in our common schools. I have made orthography and reading a specialty, because I conceive those branches to be of the utmost importance in our common schools, and generally too much neglected.

3. *Measures Calculated to Advance the School Interests of the County.*—Last year we had a Normal Institute of three weeks. We held it the three weeks preceding our Teachers' Institute. This year we had the Normal taught four weeks. So in connection with the Teachers' Institute we had a school of five weeks. These schools are wielding a perceptible influence in the schools of the county. I have managed so as to secure a very full attendance at our Institutes. This year we enrolled 132 teachers. I have urged the school boards to fix the compensation of teachers in accordance with the grade of certificate. Two townships have taken action in the matter.

In closing this, my last annual report, I must thank you for the kindness and courtesy you have always manifested in corresponding

with me. Feeling conscious that I have discharged the duties of my office to the best of my ability, and that I have witnessed a decided improvement in the schools of the county, during my term of office, I am aware that we must continue to advance, and that we can only do this by continued vigilance and labor. I shall always feel a deep interest in our schools. I hope that the most choice blessings may ever rest upon them, and those engaged in the arduous and responsible business of educating the youth of our country.

DELAWARE COUNTY.

JOHN KENNEDY, SUPERINTENDENT.

Educational Progress.—The standard of qualification for teachers has been elevated in practice. The battle with incompetency has been fought amidst considerable uproar and determined strife ; but victory has pronounced itself in favor of progress. The smoke of conflict is clearing away, and teachers as well as people are falling in with the present ideas with very good grace. Our high schools are filling up. Nearly all my teachers of the past year are in school this fall, seeking higher attainments. I say, without boasting or desiring to exaggerate, that the question of raising the standard is considered here practically solved. To accomplish this, we have been obliged, in many instances, to leave schools unsupplied amidst the impatience of parents, the pressing wants of children, and the complaints and misrepresentations of disappointed teachers. But the opposition is subsiding ; and we are already meeting with not only submission but general approval. Henceforth we can maintain our standard with comparative ease and comfort. One great embarrassment with which we have had to contend is the facility with which our rejected candidates have obtained certificates elsewhere. It has certainly borne a peculiar aspect to see persons whom we had rejected on third grade obtain first-class certificates from other counties. We say this with some delicacy of feeling, not wishing to compromise others. As a result of better literary qualification we are

securing more intelligent and successful teaching. We are rapidly approaching uniformity in modes of organization and special management. This uniformity has been brought about by the operation of the Institute, the meetings of the Association, and the visitations of the County Superintendent. The leading ideas in our uniform work are these : To have the fewest possible number of classes ; to use a programme and time the work ; to pass over no pages of reading matter until it is finished to the satisfaction of the teacher ; to teach sounds of letters to all in school ; to require every pupil to practice penmanship daily ; to require all, without exception, to recite mental arithmetic each day ; with such additional exercises as may necessarily be imposed. These ideas meet with universal approval, and work to a charm. There is a manifest improvement in the attendance, and in the interest of the children in their studies.

New Houses.—About thirty thousand dollars worth of new buildings have been added to our facilities during the past two years, besides marked internal improvements on those of longer standing. We cannot complain of the liberality of the people in this respect.

Uniformity of Books.—We have solved the book question. Two years ago there was not a standard text-book adopted by a single township in this county. In consequence of no discrimination made by competent authority, a multiplicity of books on the same subjects had worked into the schools to the great confusion of classification. This has been obviated by the action of district boards in selecting a distinct list of books to the exclusion of all others. Orders to this effect are printed and posted up in the various school-rooms. We have thus a township uniformity, and are approaching a county uniformity.

Wages.—Wages are rising in proportion to exactions of school boards. They vary from \$150.00 per month in the city of Manchester down to \$20.00 in some of the rural districts.

Private Education.—The Lenox Collegiate Institute at Hopkinton has received within the last year an endowment of ten thousand dollars. Its college course is complete. Attendance, one hundred students.

The Colesburg High School has an attendance of fifty students.

Work Done by County Superintendent.—Have visited all the

schools, most of them three or four times. Have disengaged myself from all other business and given myself entirely to the work; and still I think my charge has been about twice too large to enable me to do my work as well as I could wish. Schools ought to be visited twice per term. Have given personal attention to public and private examinations. Have called a convention to regulate textbooks. Have worked in associations with my teachers.

Means Calculated to Advance, &c.—That County Superintendents be firm in withholding certificates from persons not qualified, and that the State give us a Normal School in which to train our teachers for their work. That the Legislature pass a law permitting county boards of supervisors to appoint one Deputy Superintendent to aid in visiting schools. That substantial book-cases and well assorted libraries of general reading be placed in every school-room in the State. This we are commencing to do, with a fair prospect of success.

DUBUQUE COUNTY.

J. J. E. NORMAN, SUPERINTENDENT.

There is but little perceptible change in the schools of Dubuque county since the date of my last report. As far as I can judge, they are quietly advancing in efficiency and public favor. But little, however, is being exerted for the formation of graded schools, and none whatever for the establishment of a County High School, which I think is decidedly to be regretted.

Teachers' Certificates.—My report exhibits but a small percentage of first grade certificates. This is principally owing to a lack of Normal, or Training Schools, and will continue to be felt until schools shall be established for the especial benefit of teachers. .

Examinations.—There is a radical defect in the present system of examinations, or, more properly, a defect in the law relative thereto. In my humble judgment, all private examinations should be forbidden, as well as those prescribed for the last Saturday of

every month. Quarterly, or semi-annual examinations to be conducted by the County Superintendent, and two associates, would be better, while at the same time the entire examination should be written, eighty per cent. the minimum for obtaining a second grade certificate.

School Visitations.—Schools should be visited by County Superintendents as often as necessity requires—a dozen times a year if needs be ; but to compel the attendance of the Superintendent a half day in a school-room containing but half a dozen children is as ridiculous as it is useless. It is this idiotic requirement that compels Superintendents of populous counties frequently to neglect more important schools. A far more efficient supervision might be given, if this matter was left to the discretion of the Superintendent.

Appeals.—If County Superintendents are required to assume judicial prerogatives, their decisions should be binding, unless appealed to a properly organized legal tribunal. The practice of appealing to the State Superintendent, who probably is not more versed in legal lore than many of his subordinates, is both troublesome and vexatious, not to say unsatisfactory, as the same case *may* be brought *into court*, under another dress. If school directors cannot agree as to the location of school sites, division of districts, &c., &c., compel them to settle through disinterested arbitrators, or through the regular process of the courts. All appeals should be taken out of the hands of both State and County Superintendents.

School Officers.—All school officers should be compensated for their services. District Secretaries should be compelled to keep a correct system of district records, and separate accounts with the different funds. They should also become familiar with the entire valuation of their respective districts, and be able to report annually in dollars and cents the various amounts required for the Teachers, School-House, and Contingent Funds. They should also be able to clearly state how every dollar of the district tax had been appropriated.

FAYETTE COUNTY.

M. M. HOUSE, SUPERINTENDENT.

1. *Educational Progress.*—The common schools of this county are gradually improving in efficiency, and during the past school year have given better satisfaction than ever before. Our teachers have made many valuable improvements in their methods of instruction, and the people in some localities are wide-awake in the cause of education, and are willing to “lend a helping hand” in all endeavors to make our schools better.

2. *Educational Work Done by County Superintendent.*—The number of schools in this county is too great for me to visit each of them twice during the year. I confine myself therefore to visiting schools during the seven months that they are in session. During the past winter a series of Sub-Institutes were held in different parts of the county, which have had a tendency to awaken an interest in the cause of education. My examination of teachers has been oral and written combined. I have granted three grades of certificates—Premium, First Class, and Second Class. Teachers’ certificates all expire on the first day of November of each year. I am earnestly striving to raise the standard of qualification for teachers, for that reason I have rejected many applicants for certificates.

FLOYD COUNTY.

H. WILBUR, SUPERINTENDENT.

1. *Educational Progress in the County.*—We now have three graded schools, and soon will have two more, all of which will be independent districts. We are certainly making good progress. No child need leave the county to prepare for college. The classics as well as all the natural sciences and mathematics, are taught in some of the schools of the county.

2. *Educational Work Done by County Superintendent.*—During the past year and up to the time of writing, I have visited all the schools of the county twice, and most of them three times. Have formed in connection with others a "County Educational Society," which meets quarterly and is well attended. School picnics are quite fashionable, and the County Superintendent is always invited, and always makes a speech on the occasion. Nine schools were present on one occasion last summer, and unusual interest was manifested by all in attendance.

Our teachers as a body are rising in real worth as teachers, and their labors are better appreciated than formerly. Most parents in good circumstances, are giving their children opportunities beyond the common branches, by sending them to the higher departments in our graded schools.

FREMONT COUNTY.

H. RUSSELL LAIRD, SUPERINTENDENT.

1. *Educational Progress in the County.*—I think the schools generally in the county are improving. There seems to be a growing increase of interest felt especially by the teachers. At our Institute last winter the teachers, by a unanimous vote, asked me to raise the standard of qualifications for granting a certificate ten per cent. and I raised it at least twenty. The result is, a great many teachers get second grade certificates, who have heretofore received first grade, this has caused them to work harder to improve themselves.

2. *Educational Work Done by County Superintendent.*—My report shows that during the year I have made one hundred and seventeen visits to schools, visiting sixty-two schools, showing that I have visited nearly every school twice. I generally make a few remarks to the scholars, and often suggestions to the teachers, and where I find the teacher not adapted to teaching, I tell him he had better quit and do something else.

3. *By Other Agencies*—That the people of the county manifest an increased interest in the cause of education, is shown by the number of large, new, and commodious school-houses that are springing up all over the county, the heavy taxes levied for the support of the schools, and an increased interest manifested by the people generally in the cause.

4. *Measures Calculated to Advance the School Interests of the County, &c.*—I would suggest, that a higher standard of qualifications be required for granting a certificate. 2d. Pay teachers better salaries. 3d. Make the office of County Superintendent a salaried office, with a salary sufficient to enable a well qualified man, to devote his whole time to the schools and school interests of the county.

I would also suggest, that the School-House and Contingent Funds be one, it would save much labor in levying taxes, making reports, keeping the books, &c., &c. All of which is respectfully submitted.

HANCOCK COUNTY.

A. R. BARNES, SUPERINTENDENT.

Educational Progress.—Within the past year a great advancement has been made in the county both as regards the grade of teachers and advantages provided by the several school-boards. Wages have been raised so that they now range from \$30 to \$50 per month. Good comfortable school-houses have been provided wherever needed, and the necessary school books are furnished all over the county. We have a much better class of teachers than heretofore, and I have visited each school at least once each term, which in our county is equivalent to three times a year.

Work of County Superintendent.—As I said before, I have visited schools once each term, and endeavored to awaken a new interest both in teachers, patrons and pupils. Have criticised and commended as I thought my duty. Have rigidly enforced the school

law in regard to attendance at Institutes, and used every means in my power to promote the welfare of the schools.

Our county is yet very new, and much advancement may yet be made. The county is out of debt and orders are worth their face, which has helped me much in securing competent teachers.

Our county is yet too thinly populated to allow any other agencies than those in common use to be used successfully. Our Institutes are very beneficial. Teachers take hold after attending them with renewed energy.

JEFFERSON COUNTY

JOHN N. EDWARDS, SUPERINTENDENT.

I would say, that in regard to school-houses, we are advancing admirably. Great interest is taken in erecting houses and furnishing them to make the children comfortable; but a sad indifference and neglect exists in advancing the salary of teachers, and coöperating with the Superintendent in granting certificates to the same. In many instances, however, teachers receive all they earn; all their qualifications demand.

Again, directors are limited to a certain amount of money to hire teachers for the school year, for this they give out bids; the teacher working for the lowest amount will receive the school; thus taking the advantage of those who would make teaching a profession, and driving them from the field, and bringing in transient ones whose main object may be to hurry through with a term of school, to further prepare them for the altar hymeneal; ignoring the great cause of preparing minds to benefit futurity; causing wages to be meagre, teachers careless, and schools in such condition, a lamentable drag.

Teachers of ability "being bone of our bone, and flesh of our flesh," are equally engaged with the rest of mankind in obtaining a livelihood, and also in accumulating something for a "wet day;" they naturally seek the best remuneration for their labors; hence a number from this county have gone to Oregon, Kansas, Texas, Illinois, and elsewhere.

The work of properly educating the masses, has also been retarded by there being no Normal School in our midst, where teachers might be better disciplined for the work.

Educational Work Done by Superintendent.—The work we have done, has been to follow up the duties of our office as enumerated in the law; and in addition, we might say, that we have at all times endeavored to harmonize with the teachers of the county, and to infuse our zeal in the cause into their minds, thereby inculcating a strong desire to promote the cause of education in the county; by this class we have been warmly supported; and to them we shall ever feel indebted for favors shown, and advice given.

School Laws.—Do away with the annual change of sub-directors, and enact a law similar to the present one in use in Pennsylvania.

We are fully convinced that the present method of electing directors in district townships, is not as practicable as the system provided for in the State of Pennsylvania; that of electing six men to represent the township, two of whom are to be elected each year thereafter; thus allowing four directors to be retained in office, who are acquainted with the business, and do away with a large amount of embarrassments which occur with newly elected men, in transacting business, and in further consummating the design of the school law. We further believe that a reasonable compensation to sub-directors would result in great good to our schools; let that be done and a penalty attached for a non-performance of duty, and more attention will be paid to the schools; men of wisdom, sagacity, integrity, desiring to make a wise and prudent use of the funds committed to their care, will be selected for such a responsible position. We know it will be objected to, alleging that a great expense would be incurred to the people of the State; but what of it? the money paid to each one is so small that it would not be sent from our midst, or carried beyond the State; but men will have received their dues, their duties better performed, and the money still in our midst “going around and doing good.”

Text-Books.—For years the question of a continual change in text-books seemed to agitate the minds of our people, and indeed it is one of great magnitude, coming to the homes and into the families of the poor as well as the rich, compelling a continual

change of books when families changed schools, or often by a change of teachers.

In order, therefore, to relieve the impediment, the Institute of October, 1868, appointed a committee to examine and report upon a series of text-books, to be recommended by the Institute. This they did, and a specified series was decided upon and recommended to the people, which action each annual Institute since that time has not failed to endorse, and in order to further the enterprise I conceived the idea of holding a school officers convention, believing that if their endorsement could be secured, the trouble could be alleviated for a time ; which convention I took the liberty to call requesting each school officer in the county to be present. When the day arrived there was a full attendance and by resolution the series, as recommended by the Institute, was unanimously recommended to the people, and each officer pledged himself to use his influence to secure and maintain a uniformity of books, as recommended in the schools of the county, and I might say that said actions have been productive of great good, and, not to my knowledge, has a complaint been made in regard to the change of text-books, for at least one year.

GREENE COUNTY.

BY A. R. MILLS, SUPERINTENDENT.

I have hardly crossed the official threshold, as an appointee, and yet I have reason to believe that the schools of Greene county are in a healthy and flourishing condition. Jefferson and Grand Junction have organized independent districts, and each have nearly completed large and well arranged brick school-buildings. Jefferson is rapidly merging into the graded system, which will doubtless be perfected on the occupancy of the new school-edifice.

County Superintendent.—I. L. Kephart, my predecessor, was an efficient officer. He visited the schools of the entire county, carrying gladness with his genial presence ; inspiring life and more

exalted aims into the schools under his care, so that now, while he occupies another sphere as an educator, the influence of an able superintendent has not been lost upon the schools of the county.

Certificates.—To elevate the *grade* and exalt the *profession* of teachers, great care should be exercised that *every* certificate *speaks the truth*, so that it shall not be looked upon as a passport to public money; but that the holder has in fact a “good moral character,” with the qualifications, native and acquired, to *teach* the branches named.

Patrons and Teachers.—Earnest efforts should be put forth to secure the co-operation of teachers and patrons. The fact should be impressed upon the mind of patrons that their school cannot rise to that degree of success, if neglected, that it will with their sympathy and friendly assistance. The teacher should covet this friendly assistance, and cultivate a home feeling among the patrons of his school.

Compulsory Attendance.—The laws of the State bring a free school to the door of every pupil. The finger of the law reaches into the pocket of every tax-payer, and takes the necessary per cent. to erect, furnish, and equip that free school in all of its apartments, and through all of its system. With this ample provision, children are growing up in ignorance in every county in Iowa; and when you say, “Compel children of a suitable age to accept this great blessing,” the answer is “That would be arbitrary.” Certainly, it would be arbitrary, but no more so than any other law. The law will not permit a parent or guardian to cripple the *body* of his child; why should he be permitted to *cripple the child’s mind*?

GUTHRIE COUNTY.

JAMES H. MEEK, SUPERINTENDENT.

1. *Educational Progress in County.*—The progress of the schools has not been as great as is desirable, the principal cause of which is inefficient teachers. Good teachers cannot be secured for the low

wages offered by directors. Many first-class teachers leave the county on this account.

2. *Educational Work Done by County Superintendent.* Have visited nearly every school in the county, and made suggestions 'How to teach.' Held teachers' monthly meetings at three different points in the county, at which time and place the best methods of teaching were discussed. We found these to be beneficial. I had teachers send me a monthly report of the progress of schools. I found these to be an incentive to teachers to advance their respective schools.

3. *By Other Agencies.*—Some few sub-directors take a deep interest in their schools, and raise money among the patrons of the school to add to the amount allowed by the board to hire a first-class teacher. A majority of them, however, take little interest.

4. *Measures to Advance, &c.*—I have recommended certain rules and regulations to all the district boards in the county for them to adopt and enforce, as follows :

Rule 1. There shall be a uniformity of school books.

Rule 2. All pupils between the ages of eight and twenty-one must be taught writing each day.

Rule 3. Pupils must be supplied with necessary books.

Rule 4. Teachers must make monthly reports to the county superintendent.

Rule 5. Oral instruction must be given each day in grammar.

These rules will be generally adopted.

It shall be my aim to awaken a deeper interest in the schools, and induce the patrons, if possible, to labor for the advancement of education.

HARDIN COUNTY.

FRANK A. MOORE, SUPERINTENDENT.

Educational Progress.—Though recently appointed, I am pleased to report improvement in our common schools. The public is

now demanding better qualified teachers, and making a distinction between those of first and second grade. To meet this demand, teachers are seeking every available means to qualify themselves for their work. Our Normal Institute, held at Iowa Falls, for two terms, has furnished to the schools of the county a corps of live teachers, and the very name of Prof. Jerome Allen, the conductor, is respected by teachers, school officers, patrons, and pupils, for the reformation in our schools. The school-room is now no longer a prison in Hardin county.

The academy at New Providence, a fine moral and religious school, maintained by the Friends, is another source of great benefit to the teachers of this and adjoining counties, and, I am proud to say, is ably managed and largely attended.

Amendment to School Law.—I would offer this amendment: that the reports of the secretaries to the superintendents, and their reports to the State Department, be made in March, from the settlements of the school boards, instead of September. I have found it very difficult to arrive at a *financial* statement of the county from the secretaries' reports, and have had to visit nearly every township and examine their books before I could balance their accounts. I think if this change were made it would overcome all this difficulty.

Normal Schools.—It is hoped that Normal Schools will furnish us with professional teachers. Wealthy persons rarely send their children to the higher schools to prepare for *teaching*. They have something in view more respectable (?) for them. Poorer persons, who are the hard working, free thinking, noble, pioneer citizens of this State, to whom she must look for support in times of happiness and hours of danger, should have a school furnished for their children, after they had acquired a common-school education, free from cost.

The great State of Iowa, which is second to none in most things, should not be behind her sister States in this noble work. It should furnish fine buildings, throw open the doors, and say, "Come one, come all: here is *education* without *money* and without *price*!"

May kind Providence hasten the day when our State, as well as others, shall be blessed with one or more Normal Schools.

HARRISON COUNTY.

H. H. MCKENNEY. SUPERINTENDENT.

Educational Progress in the County.—During the past year I have noticed with much pleasure, that the residents of this county, have evinced a greater interest in the cause of education, than heretofore. The results of this improved attention on the part of the community are shown, in the greater beauty of our school-edifices, the increasing anxiety on the part of school officers to secure efficient teachers, and the efforts made by the teachers to meet the requirements of the day. When visiting the schools of the county, I have paid marked attention to the various methods adopted by teachers, and I find that there is a visible improvement in this direction. More educational works are perused than formerly, resulting beneficially to the pupils and satisfactorily to the parents. There is however, I regret to state, a less regular attendance upon the part of pupils, and no manifest improvement in the reports of the various Secretaries of Boards. To sum up the whole, in a few words, I can confidently state, that Harrison county is steadily advancing, in the path of educational progress, and that (with proper management) she will ere long assume a leading position.

Educational Work Done by County Superintendent.—I have visited, with four exceptions, every school in this county, once in each term, and many I have visited the second time, remaining a half day at each. The plan adopted for visitations, was to call upon the teacher unexpectedly so that no special preparation might be made by him, to elicit a favorable opinion from me. In every visitation, I made such suggestions, as I thought best calculated to advance the interest of the school, especially have I labored to secure a better order of school discipline, and I am happy to state, that such efforts have not been fruitless. I have also made special efforts to awaken a better interest in the subject of penmanship, but with little success. I have reported since last June, in the county paper, the standing of each school, &c., and find that much good resulted therefrom. I have also raised the grade of teachers.

By Other Agencies.—I am not aware of the existence of any other agencies in this county, tending to promote educational interests.

Measures Calculated to Advance the School Interests of the County, and other Appropriate Items.—The measures that I would deem best calculated to advance the cause of education in this county are—1st. To provide for increased salaries for teachers. 2d. To substitute a long for a short engagement. 3d. To prevent (by some means), all needless interference on the part of parents. 4th. To raise the grade of teachers still higher, so as to drive out the horde of intruders now in the ranks. 5th. To compel a greater amount of attention on the part of school officers. 6th. To provide libraries and apparatus for the different schools. 7th. To adopt measures to secure the regular and prompt attendance of pupils.

HENRY COUNTY.

G. W. THOMPSON, SUPERINTENDENT.

I came into office by appointment, December 1st, 1869, and by election the 1st of January following.

Educational Progress.—During the past two years many excellent school-buildings have been erected and furnished. There are but two log school-houses remaining in the county, and these are already doomed. The Iowa Wesleyan University, Howe's High School and Female Seminary, Mt. Pleasant Female Seminary, and Whittier College are all in a flourishing condition. These institutions wield a powerful influence for good. Fraternal relations exist between them and the common schools of the county, and all are working harmoniously to build up and sustain its educational interests, and to furnish men and women of mental and moral culture for the various avenues and activities of life. A larger number of students are now in attendance at these institutions than at any previous period. Many of these are preparing themselves for professional teachers. Foremost among the graduates of the University, as well as among the students of this, and the other

institutions mentioned, are found graduates of the High School Department of the Mt. Pleasant Graded School. The New London Academy has also been doing a good work.

The common schools of the county have not been behind in educational progress. Good teachers are in better demand than ever before, and those who can not be supplied with schools in the county, find lucrative situations out of it. They receive calls from Illinois, from Missouri, and from other counties of our own State. These and kindred spirits, who remain to teach the principal schools of the county are an honor to the profession.

Educational Work Done by County Superintendent.—I feel that I have only been a co-worker. What has been accomplished has been done by co-operation with the educational men and women of the county. A large majority of the one hundred and thirty teachers employed in the schools have co-operated in this work. I have endeavored to visit each school in the county as often as required by law. Some have been visited oftener where it was imperatively demanded. But few of this character have been found.

In these visitations, in addition to seeing the teachers at work in their respective school-rooms, I have been enabled to ascertain *how* they teach, and especially *how* they govern. Have also become much better acquainted with the *wants* of the respective schools and districts. I deem these visitations essential to the *successful* prosecution of the work.

The County Institutes have never been better attended than during the past two years. Unity of purpose and harmony of action made each of them a success. Much was accomplished toward preparing our teachers fully for their noble and responsible calling. Much of the success of these Institutes was due to the able efforts of leading educators of the county.

Something has been accomplished toward securing uniformity of text-books. By recommendation of the Superintendent several boards of directors have already taken action on the subject. It is hoped that the remaining boards will do so at an early day, and that a uniformity of text-books will be established the coming year. To accomplish this object as *little* change as possible is sought.

Examinations are, principally, oral. Three grades of certificates are granted. Premium certificates are granted to the most successful and experienced teachers of the county. Their scholastic attainments must, of course, be of a high order, with excellent ability to impart instruction.

By Other Agencies.—I feel now, as I have felt during the past two years, that but little can be accomplished in this great work without co-operation. I am under many obligations to the educators of the county for their able efforts to advance the interests of the common schools. But in view of the magnitude of the work, and the immortal interests that cluster around it, we can accomplish but little without the agency of the Omnipotent. The Bible and Christianity always lead the van of *true* progress.

HOWARD COUNTY.

BY O. F. BRECKENRIDGE, SUPERINTENDENT.

Schools of the County.—I think I may safely say that the schools of my county generally are in a prosperous condition, and improving from year to year. Nearly every sub-district has a good, comfortable school-house, and I find the people almost universally interested in school matters. At Cresco we have a graded school, conducted by A. B. Surmurt and three lady assistants, all able and earnest workers, which is accomplishing a grand work, and of which the citizens of Cresco are justly proud.

Visits.—I have visited the schools in all parts of the county, and have endeavored to encourage pupils, to impress teachers with the importance of their work, and to instruct them, so far as I have been able, in the best and most approved methods of teaching the several branches. But I feel that we are poorly paid for the labor that is required of us. No county officer receives so small compensation, and yet there is none more important. To ask a man, who has sufficient education and ability to accomplish any good as County Superintendent, to keep a team and travel the county in all kinds of

weather for \$3 per day, is simply absurd. I hope our Legislature the coming winter will either abolish the office, or show that they consider it worth perpetuating.

Normal Schools.—What our teachers most need is an opportunity to prepare themselves for their profession ; and it is desirable that there be established in our State, a sufficient number of Normal Schools to accommodate all teachers, who may desire to avail themselves of their advantages.

HUMBOLDT COUNTY.

BY EBER STONE, SUPERINTENDENT.

School-Houses.—Our people have exercised a wise liberality in the erection of school-houses. Nearly every neighborhood is supplied with a good, comfortable building. The one in the independent district of Springvale, is built of limestone, and cost four thousand dollars. They are mostly furnished with neat and convenient desks of approved patterns.

School Furniture.—Most of the schools are supplied with more or less of the ordinary school apparatus, but a few are entirely destitute. Nearly every one has a blackboard, and many have an artificial globe, a dictionary, and wall maps,

Visitations.—Since entering upon my duties last January, I have visited about half of the winter, and all of the summer terms, but one. In the work of supervision, I aim to engage the co-operation of school officers and patrons, and when about to make these calls, invite them to visit the school with me, and insist upon their keeping up a personal acquaintance with its doings, its progress, and its prospects.

Teachers' Certificates.—The increased number and better fitness of teachers encouraged me to adopt a higher minimum standard of qualification than heretofore.

The necessity of granting fourth-class certificates, in order to prevent a scarcity of teachers, being no longer apparent, we have issued

none but those of the higher grades this year, and the demand for teachers has been in this way amply supplied.

Believing that literary attainments alone lack very much of fully qualifying for the duties of instruction, and realizing the difficulty of determining in regard to other necessary qualifications of the teacher, unless he is seen on duty in the school-room, we have granted no first class certificates to beginners.

District Officers.—Our acknowledgments are due to school officers for valuable assistance, advice, and encouragement. They have seemed to take pleasure in the prosperity of schools, and have been willing to aid in every good work proposed for the advancement of school interests. Their friendship and kind regards are appreciated, and will not soon be forgotten. Secretaries have made out and sent in their annual reports with commendable promptness, and the alacrity with which the several boards of directors have come up to the spirit and requirements of the law, is worthy of mention. One or more schools have been established in each sub-district, and the school-houses have been kept in good repair, and supplied with an abundance of fuel.

Normal Schools.—Though many teachers are doing a praiseworthy work in our schools, yet we are greatly in need of more professional teachers, more thoroughly qualified men and women, educated with a special reference to the work, as the minister, the doctor, or lawyer is trained for his particular vocation.

The Normal Department of the State University, with the incidental help of Teachers' Institutes and Associations, is not adequate to the great pressing want of Iowa for skilled labor in the school-room to-day, a want which is growing with a rapidity seldom equaled in the history of new commonwealths. This great want points unerringly to the wisdom of an early establishment of State Normal Schools.

Educational Bureau. We are looking for good results from the national Bureau of Education at Washington. We trust that it will help to strengthen and sustain the State educational systems, and give them renewed vigor and encouragement, while their co-operation with it will re-act to give increased usefulness to our schools.

Humboldt College.—The prospect of greatly increased facilities for obtaining a liberal education in our county is most encouraging. The Humboldt College building is nearly completed. The structure is sixty-five feet in length by forty-five feet in width, three stories high above the basement, and built of excellent limestone.

We look forward with pleasurable hope to the time of its successful operation as an institution of learning, when our children shall have not only ample, but convenient opportunities for a higher culture,—when our teachers shall be trained in our midst, and competent home talent and home culture have charge of our schools.

JACKSON COUNTY.

J. W. FLEMING, SUPERINTENDENT.

Condition of Education in the County.—Under this head we must notice the deplorable fact that education is in a low, poor condition. Notwithstanding ours is a populous county, but few in the State exceeding it, having three considerable cities, we have no academy or high school, either public or private, in the county, except a branch of a commercial college just started in Maquoketa. Although we have over eight thousand children, during the last two years there has probably not been thirty pupils studying geometry, not fifty studying algebra, not fifty studying philosophy, and not twenty studying astronomy. In fact, I do not remember having found a class in philosophy ; nor in astronomy, except what is taught in the geographies ; nor only three in geometry, one of these a primary class without books, and the other two were very small. I have met perhaps six small classes in algebra. The burden of the teachers' time is devoted to Orthography, Reading, Writing, Geography, Grammar, History, and Arithmetic.

I do not think the pupils should be advanced to those studies with their present qualifications, but do think that with the facilities with which our schools have been provided—with the vast outlay of time and money they should have been so proficient in the last named

branches that they would have rightfully demanded instruction in those higher studies; and that several large classes should have been formed, which would have been a blessing and honor to the pupils, and a bright example to other children, inciting them to higher hopes and higher aims.

Our teachers have been trained under untoward influences, and hence the most of them work in the school-room with but little thought or care except for their present term. Many of them enter upon their work full of ambition, but soon troubles thicken, parents find fault—they know not why, pupils become disinterested, the teacher finds that he over-estimated his ability, and is discouraged, and the school is a failure.

The school-house is built and provided, and now a teacher must be employed. A leading thought between employer and employed is, that in no other way, so easy as to teach school, can a person put \$30 per month into his pocket, during the winter. Poor qualifications are bartered for low wages, and low wages stultify any inclinations to better qualifications. Thus they act and re-act to the detriment of our schools. Not five per cent. of our teachers are No. 1 readers, and qualifications in other branches bear a ratio but little better. In eighty per cent. of our schools it is painful to observe the workings, knowing the evil influences they must have on the growing mind. The readers drawl, blunder, repeat, disregard pauses, read hastily and in an unnatural tone; the writers in cramped positions, lie heavily on the desks, their pens in all possible positions, the cipherers work solely for answers; the government consists of enforced obedience; and the whole machinery of teaching grammar, history, and geography, runs as though the sole duty of the teacher is to assign lessons and see to it that they are well memorized. My deliberate conclusion is that our schools are not ten per cent. of what they ought to be. This is not alone the fault of the teacher. The parents and sub-director oftentimes are greatly to blame. Other motives than to procure a good school sometimes tend to the employment of a teacher, and the pupils are not always properly encouraged and kept in school.

Bad as the condition of our schools is, yet I believe that the public mind is aroused, and effectually turned in a channel which will

lead to good results. Two years ago, Teachers' Institutes, and Associations were popularly disapproved, but in this respect there has been a radical change in the popular sentiment; the question is no longer whether or not an Institute shall be held, but when, and where, and how conducted. Last spring an attempt was made to establish a county high school, but there could not be enough signatures obtained to the petition, to bring the matter before the Board of Supervisors. I think, however, that the popular sentiment is turning in its favor as a means to obtain better teachers.

The branch of a Commercial College before alluded to, bids fair to be a permanent success.

Work by the County Superintendent.—The County Superintendent early learned, 1st. That the only present available hope of having better teachers is in Teachers' Institutes. 2d. That to make Institutes contribute to this result they must be successful—hence popular. 3d. That to make them popular they must be attended by nearly all the teachers.

He had taken note of Institutes, and had found very nice theories of teaching developed before the teachers, many of them by distinguished educators, but entering the school-rooms he found no trace of these theories in the practice of the teachers. He discovered the principle in human nature that as we are taught, so we are inclined to teach, and therefore concluded that the Institute, to be successful, must be something like a Normal School. "Will the teachers submit to be taught?" It was thought they would, but, to prove it, Saturday Institutes were held in various parts of the county, to which the teachers in the vicinity were invited. The County Superintendent, on his visits at the schools, marked the per cent. of the merits of the work of the teachers, and invited them to come to the Saturday Institutes and ask any and all the questions they chose relative to teaching, and he would answer, or say that he could not. These Institutes appeared at first to be successful, but popular influence soon set against them; men of influence saying that it was asking too much of the teachers to work on Saturday after they had worked hard in the school all the week. However, it was proved that the teachers were willing to be taught, and the Association in the following April, holding four days, left no doubt that the

Normal School, with compulsory attendance, was the only plan upon which the Institute could be successfully held. One week being too short a time in which to organize and drill the classes, the County Superintendent set about moulding public opinion so that it would tolerate a two weeks Institute, and he had succeeded but for the opposition, in a secret manner, by certain officials, (I know not whom) who carried their opposition so far as to reach the State Superintendent. The Institute was therefore held one week at Sabula, on the plan proposed, to-wit: The conductors were to teach the teachers, and not tell them how to teach—were to give little of theory and much of practice. This Institute proved to the popular mind the necessity of Institutes for the success of our schools, but the prejudices of the teachers were aroused against the County Superintendent, because of the compulsory attendance and the strict attention to business at the Institute, it appearing to many of them that in these things he was unjustifiably arbitrary; and these prejudices were made the more keen by the subsequent raising the grades of certificates. The County Superintendent had studied the abilities of the teachers, determined the grades, and framed the questions for examinations, with the purpose to place about one-fourth the number of teachers in the first, one-half in the second, and one-fourth in the third grade, but somewhere misjudging, the result of the examination, found only two in the first, while the majority were in the third grade. This was exclusive of six first grade given to some in consequence of work done at the Institute.

The supply of teachers was inadequate to the demand, and popular clamor ran so high that many threatened (which threat was in a few instances put into effect) to employ teachers not holding certificates. A compromise was effected upon this, whereby the County Superintendent should receive a written request from the Sub-Director that he grant to the applicant a certificate, as sufficient to excuse the applicant for non-attendance at the Institute, and the Sub-Director so requesting was thereby bound to sustain future Institutes. Thus passed the year 1870.

A valuable meeting of the Teachers' Association was held in March, 1871, previous to the spring examination. An Institute was held at Maquoketa, in September, 1871, and conducted in like manner

as the one at Sabula, and so far as I have learned is unanimously commended.

The County Superintendent has at all times refused to take the "dollar" for examination, although he has been many times importuned to take it; but, to accommodate teachers, he has twice in each year made a circuit of appointments, where teachers were examined free of charge. The county paid \$3.00 per day in county orders at ten per cent. discount) for the first of these circuits; for the others the County Superintendent has not received pay.

The County Superintendent has been assisted in his labors by the advice and counsel of the State Superintendent and County Superintendents in conventions assembled; at Sabula, by Professr Ray, of Illinois, and Miss Pierce, a graduate of the State Normal School at Oswego, New York; at Maquoketa by Professor C. M. Greene, of Des Moines, Mrs. McGonegal, of Davenport, (both graduates of a New York State Normal School), and Miss Churchill, of Chicago, an excellent elocutionist. Also many of the teachers have his thanks and merit the gratitude of the rising generation for the judgment and earnestness with which they have aided the good work.

The press of the county have generously opened their columns that the County Superintendent might, through them, reach the people, and that there might be a healthy agitation they have just as freely welcomed criticisms upon his official conduct.

Theory of teaching has entered largely into the examinations, which, with the raised grades of certificates, has had a very marked beneficial influence upon the teachers in awakening thought and arousing their ambition to higher attainments and proficiency in the duties of their noble calling.

JASPER COUNTY.

S. J. MOYER, SUPERINTENDENT.

Educational Progress.—I. The past year has been to the school interests of this county one of substantial advancement.

II. New schools have been opened, and the old have continued a greater length of time than usual.

III. The regular attendance has greatly increased.

IV. Our teachers have been faithful in performing their duties, and have eagerly sought for better methods of instruction.

V. A greater sympathy and interest has been shown by citizens and school boards in the welfare and prosperity of the schools in which they have been especially interested, and in the common school cause at large.

VI. A systematic course of study has been adopted and pursued by many of the schools.

VII. Increased facilities for holding schools have speedily developed. New houses have been erected in localities hitherto unprovided for, and new and commodious school-rooms fill the places recently occupied by those of a poorer quality.

Educational Work by County Superintendent.—I. The standard of qualification necessary to obtain a teachers' certificate has been gradually elevated.

II. Three hundred and ninety-three applicants for teachers' certificates have been examined, of whom two hundred and seventy-nine received certificates, and one hundred and fourteen were refused.

III. The schools have been visited twice. The great object aimed at in these visitations has been to improve the organization of the schools, and to illustrate by example the better methods of teaching.

IV. These services have been cheerfully accepted, and throughout the entire work the utmost harmony and active co-operation has prevailed.

Educational Work by Other Agencies.—I. School boards have been more careful in the selection of teachers, and to a limited extent have paid better salaries.

II. Much care has been exercised in obtaining a uniformity of text-books, and other appliances needful in the school-room.

III. Clean rooms, good outside buildings, shady and ornamental grounds, are becoming the rule rather than the exception.

IV. Our annual Institute, held at the beginning of the year had an effectual influence in stimulating teachers to earnest and thorough labor.

Measures Calculated to Advance the School Interests of the County.—I. All school officers should be paid for their services.

II. It requires not less than eight days of labor annually to perform well all the duties of school director, and many now holding that office cannot gratuitously give that amount of time, and the result is that many needful duties are left undone.

III. Teachers should be paid monthly.

LEE COUNTY.

W. G. KENT, SUPERINTENDENT.

School-Houses.—An increasing interest is manifested in this part of the work. Our school-houses are generally well built, suitably located and furnished with the latest improved furniture. Contention sometimes arises with regard to sites, but this even shows an interest in this matter, as men seldom contend where they feel no interest. The citizens of Keokuk deserve great praise for the tact and energy displayed in the erection of fine, elegant school buildings, at a cost of \$120,000.00 and are to-day out of debt for them. Few cities of the West can say as much. The district townships are doing a good work, also, and school officers are sustained by the public in building after the most approved plans.

Schools.—The schools of the county are improving. There is more interest taken by the parents and school officers and greater care manifested in the selection of teachers. Our teachers are better as a class than they were two years ago ; but the salaries paid in the district townships cause many of them to seek employment elsewhere.

School Visits.—I have visited all the schools of the county during this term of office, and many of them, the second and third times. My visits are devoted to the examination of classes, and to learn what I can of the methods of instruction and general management of the schools.

Appeals.—I have decided six appeal cases within the last year, one of which only was carried to the State Department. While this part of the school system is very essential, the law is at fault, from the fact that the County Superintendent has not the power to compel the attendance of witnesses, nor to enforce his decisions.

School Officers.—Should be elected for one, two, or three years, in order to keep members in the Board, who have had some experience in the management of schools.

School Attendance.—Something should be done to compel parents to send their children to school. Many pupils are kept out of school during the summer months ; and many of the schools are so poorly attended as to amount to nothing compared with a full attendance.

LINN COUNTY.

WILLIAM LANGHAM, SUPERINTENDENT.

Educational Progress in the County.—The schools of our county have been gradually advancing in number, usefulness, and efficiency. Our teachers of to-day, as a body, are more alive to the duties and requirements of their profession, and, as a consequence, give better practical results in the school-room. The people at large take a deeper interest than formerly in school matters, which manifests itself in the construction of better school-buildings, and in placing therein furniture and apparatus of the best manufacture and most improved style. Indeed, while speaking of school furniture, I am happy to say that quite a number of district townships—not to mention independent districts—are re-seating their school-houses with *new patent seats and desks* of elegant finish and latest pattern—a long stride, I think, toward successful schools. It is devoutly hoped that other townships will go and do likewise. A brief comparison on a few points of our educational status for 1867, and for 1871, although embracing a period of only four years, will give an idea of our growth and development : In 1867, there were of schools, 166; of persons between the ages of five and twenty-one years, 10,410;

number of graded schools, 5; of pupils attending school, 7,223; the average attendance was 4,308; the aggregate number of days of school, 20,129; average number of months taught, 63; amount paid teachers, \$34,425.09; number of school-houses, 158; value of school-houses, \$126,304. In 1871, our report shows that there were schools, 186; of persons between the ages of five and twenty-one years, 12,092; of graded schools, 10; of pupils attending school, 9,026; of average number attending school, 5,742; of aggregate number of days' school was taught, 24,631; of school-houses, 180; of average number of months taught, 8.2; of amount paid teachers, \$47,252.09; of value of school-houses, \$197,593. This exhibit of our material growth is indeed flattering, and yet I have no hesitancy in asserting that our schools in real worth and usefulness have made correspondingly great advances—a result due not alone to my labors and efforts, but also to the zeal and devotion of my predecessors in office, whose official labors have been of great value to the schools of our county.

Educational Work Done by County Superintendent.—I have endeavored to visit the schools of our county as often as possible, yet from the great number of schools, the extent of territory over which they are scattered, and from the shortness of the terms, there are a few schools which I have not yet visited. I regard school visits by the County Superintendent as very necessary. I have also lectured in almost every district-township and independent district in the county, during the past year—a practice which I shall continue through my official term.

Educational Work Done by Other Agencies.—We have, within our county, two colleges—Cornell College, at Mt. Vernon; and Western College, at Western—whose influence on our public schools is inestimable. Yearly there go out from the walls of these institutions into the teacher's profession many young men and young women who become our best educators. Thus in the absence of Normal schools, we turn with pride to our colleges as the source whence comes our best educational talent. I should be recreant to duty did I not record that several of our graded schools—particularly those at Marion and Cedar Rapids—under their efficient and accomplished heads, are doing a noble work for our common schools. Many are

there preparing themselves for teaching, to whom time and fortune have given no other opportunity. Last, though not least, our yearly Teachers' Institute has been of great value to our teachers. There new methods and new ideas are presented, which carried into the school-room are productive of grand results.

Measures Calculated to Advance our School Interests.—Among our greatest present necessities are Normal Schools. If we wish to reap the full measure of success from our public school system, we must have trained and skilled educators in the school-room. And where shall we go for a supply of competent teachers except to the Normal School? May our legislature this coming winter see the justice and wisdom of establishing a number of Normal Schools in the State. A uniformity of text-books, I think, would be highly advantageous to the interest and prosperity of the public schools. I am not sure, however, but that the best and most speedy way to obtain the desired end would be to empower school-boards to own their own text-books, thus, indeed, making our common schools free.

Amendments to the School Laws.—I shall briefly allude to a few without extended comment:

1. The school year and the term of school officers should begin and end at the same time. Thus a uniformity of action and a thoroughness and completeness in school reports will be secured which cannot be obtained otherwise.

2. The interest on the permanent school-fund should be apportioned among the different counties and thence to the different townships, taking as a basis *the average attendance*.

3. The school law should be so amended as to pay sub-directors for their official labor, at the same time requiring a bond for the faithful discharge of their duties.

4. The office of County Superintendent should be placed on the same basis as other county officers, his salary and official expenses being fixed by law.

5. If the Legislature, in their wisdom, think the day is ripe, let us have a *compulsory educational law*. If it is right to tax and to send B's children to school, let us have a law compelling B to send his children. If it is cheaper to educate the child than to maintain the man in our poor-houses or penitentiaries, by all means let us educate.

LUCAS COUNTY.

J. W. PERRY, SUPERINTENDENT.

Educational Progress.—During my term of office, I have earnestly endeavored to comply with the requirements of the law, and hence have been compelled to be active in the work of superintending the schools of the county; although there has not been as much accomplished as I could wish, yet I am satisfied that a deep interest has been awakened on the subject of schools. It seems to be almost a unanimous opinion that an advance step should be made in receiving good teachers, that good schools may surely follow. The neglect of school-boards have, in some instances, thwarted the wishes of the people in this respect.

School-Houses.—A few good substantial school-houses have been erected during the past two years, and some supplied with first-class furniture.

School-Boards.—I feel very much gratified with the growing interest as manifested by the school-boards of this county. I have prevailed upon some of them to subscribe for the *School Journal*.

Teachers.—While I am sorry to report that a number of our best teachers have gone to other fields of labor, on account of the offer of larger salaries, yet I am glad to know that those who remain in this county are determined to stand among the first, notwithstanding the meager salaries offered. A very fair number of those who are regularly engaged in the profession of teaching take the *Iowa School Journal*. I am satisfied that all the teachers have been, and are trying to bring their respective schools to a higher standard. I think this to a large degree, grows out of the fact that it is known that I visit the schools of the entire county.

Scholars.—The reports show that a large number of those entitled to attend school are not found there, and that a large number of those who do attend are very irregular in their attendance; I am not prepared at present to give any suggestions how these evils are to be corrected.

Visits.—During the present year I have visited all the schools, both the summer and the winter terms. The teachers and pupils

are anxious to have me visit them often, much oftener than it is possible for me to do. They tell me that my visits are of great advantage to them. It is here that I learn most about a teacher's real qualification.

Institutes.—Last year the Institute was well attended. I required every teacher to be present every half-day, unless there was a real necessity for absence. There is considerable opposition to Institutes on the part of a certain class of people, because the law allows the teachers pay for the time thus spent. There would be a willing and hearty concurrence if all the expenses were borne by the teachers.

General Remarks.—The desire seems to be universal among the citizens of this county that if possible there shall be a simplification of the school laws—especially in regard to the levying of taxes. They would like to have all the funds made a common fund, and so kept. Not many of our secretaries and treasurers are very good accountants, and that the result is that they appear to have a great amount of trouble in keeping their books properly. Your report requires some items not mentioned in the law. It would be well for the law to state what is expected of them by items, and then probably the difficulties will be obviated.

MAHASKA COUNTY.

G. T. CARPENTER, SUPERINTENDENT.

The past year has been one of unusual success with our schools and I think that perceptible advancement has been made in all that pertains to their usefulness. Our Institute, held during the last week in August, was unusually well attended, and was very satisfactory in its results. We preceded it by a successful Normal Institute of four weeks continuance, in which Prof. R. G. Gilson and Prof. A. Hull, were the principal workers. These Normal Institutes, when well conducted, are of great utility. My additional experience and reflection have deepened my conviction, that the maintenance of an efficient county

superintendency is absolutely essential to the success of our school system. This, however, cannot be fully realized till our Legislature shall give to the office a respectability both as regards salary and privilege.

MARION COUNTY.

A. YETTER, SUPERINTENDENT.

Progress.—That we have made some progress, no one who has closely observed the practical workings of our system, will deny. That we have not made greater attainments is a matter of regret. As a general thing, our people are alive upon the subject of education, and aim to give their sons and daughters the advantages offered by our common school system. Some fifteen to twenty good and substantial school-houses have been erected during the year. Perhaps, there has been more progress in this respect than in any other. There are difficulties that will retard progress to some extent. The public mind needs to be educated and made to see and feel, before the evils can be remedied. Before an effective corps of teachers can be made available, fifty per cent. must be added, to what is now deemed good wages for the teacher. The salaries are inadequate to supply our schools with well qualified and experienced teachers. Much of the slow progress in our system of public instruction is occasioned by the doubtful position of the teacher, and the insufficient support afforded him. It is supposed by some that the Superintendency can establish the profession, and is more or less responsible for it. To make the office of teaching a profession, depends upon the directors and the people.

Some years ago, when Prussia established a system of public schools, government did three things, viz: It established Normal schools, it determined the teacher's salary, varying in the different grade of schools, and it declared the pursuit of teaching a profession. If something similar would be done in this State, the

system of public instruction would progress rapidly, and the difficulties that now encumber our system, would soon pass away. Under existing circumstances, taking into consideration that much of our territory is new and filled with people from all parts of the earth, we take courage and labor and toil patiently to accomplish the object contemplated by our common school system.

MITCHELL COUNTY.

JULIA O. ADDINGTON, SUPERINTENDENT.

Educational Progress.—Seventeen new school-houses have been built in the county within the last two years, costing from \$500 to \$4,000 each.

Two others are in process of erection, whose estimated cost is \$10,000 and \$20,000 respectively. A commendable spirit of liberality in regard to school accommodations is the rule in our county, and there is a perceptible advance in the interest manifested in the schools, by school officers and patrons. Quite a number of our schools-houses are furnished with patent furniture.

In many schools there is a less frequent change of teachers than formerly, and in many cases teachers are receiving better pay ; we hope the time is near at hand, when teachers will be paid according to the service they are capable of rendering. Many of our teachers are beginners, but, as a rule intelligent and desirous of becoming qualified for their work; that they feel the need of special training, is to be regarded as a hopeful indication.

The question is often asked by teachers, what they can do to better qualify themselves for the discharge of their duties. In answer the importance of reading educational journals has been urged, and also the study of works specially devoted to methods of teaching, at the same time laboring to improve their scholarship. Many of our teachers are now taking an *educational journal*, and "*Holbrook's Normal Method of Teaching*" has been obtained by quite a number, and we hope to see every teacher in the county in possession of a

copy as soon as is practicable. One of the most successful teachers is now attending the Normal School at Winona, and more will doubtless be attracted thither unless greater facilities are furnished by our own State for Normal instruction.

Educational Work Done by County Superintendent.—I have visited nearly all the schools of the county—some of them as often as four or five times.

These visits have often been made in company with school officers and patrons of the school, but more frequently alone. My visitations have been the most agreeable part of my work ; from long experience in the school-room I naturally feel at home there, and at home one usually feels qualified to work to the best advantage. The advice given on these occasions, and the suggestions made, I have no doubt have been in most cases an encouragement to the teacher and a benefit to the school. If, on visiting a school, I have found that a teacher is well qualified for the position, and is meeting with success, I have invariably recommended, and almost urged, that such teacher be retained in that school as long as possible. From my observations in visiting schools I am convinced that it is important that a thorough supervision of the schools be kept up. Not so much in many cases, to criticise, as to watch the progress and improvement, examining, and commending, as far as commendation is deserved. At my visits, statistics of the school have been taken, and condition of the school, and school-room noted, and extracts therefrom have been published from time to time in the county papers.

Examinations.—These are oral and written combined, principally the latter. Certificates are graded, first, second, and third class, according to the per cent. of questions correctly answered, and the applicants' known ability in the school-room. Applicants who have never taught, and those who have not taught in the county and are personally unknown to the examiner seldom receive on their first examination first-class certificates. Third-class certificates are usually given for six months.

By Other Agencies.—The last session of our Teachers' Institute, which was held during the week commencing October 23d, was more largely attended than the session of last year, and more interest was manifested by the teachers. About ninety teachers were in attend-

ance. Three evenings of the week were devoted to lectures, and two to discussions.

During the fall term of the Cedar Valley Seminary, in Osage, provision has been made for the instruction of a normal class, and quite a number of the students have availed themselves of its advantages.

If provision were made in our school law for the suitable compensation of all school officers, I think the interests of the schools would be advanced. The same persons when qualified for the position would more frequently be retained in office for two or more years, whereas, now in many cases the office is considered a burden and is often given to him who will consent to take it, while too little regard is paid to his qualifications for the position.

MUSCATINE COUNTY.

CHARLES H. HAMILTON, SUPERINTENDENT.

Educational Progress.—For nearly two years I have, to the best of my ability, labored to advance the educational interests of Muscatine county, and although there has not been as much accomplished as might be desired, it is safe to believe that some educational progress has been made; some streams of difficulty have been crossed toward that standing in free and general education wherein every lover of liberty of the human race, and of our glorious republic rejoices. We enjoy the educational prosperity we have the right to expect under the circumstances and influences which make the county peculiarly itself. The efficiency of our schools meets the demand of those who enjoy them. Our educational facilities, intended to meet the wants of the people are generally in kind and quality suited to the state of public sentiment. A respectable minority realize that many inefficiencies exist, if not in our system, in the practical working out of our system of public instruction. In efficient county and district supervision, there is much lack. A man of masterly attainments, of peculiar tact and

ability, his whole soul in the work, and all his time and energy employed in his official capacity, is what is greatly needed in the office of the County Superintendent. Our high school in the city of Muscatine is a fixed institution of noble type, which has reached its present standing through the united exertion of our present city superintendent and a few other warm friends of the Public High School despite the cry of opposition which arose here as elsewhere against the principle of taxation for its support. Many of the city and country schools are supplied with teachers from among the number of its graduates. We need and hope, the time may not be far distant, when we shall have a Normal Department connected with the Muscatine City High School. We need more normal school instruction. We need that instruction given here in the county. If common business sense directs that such only be employed in the different mechanical and industrial arts as have received training therein, how much more does it direct that none should be employed to teach our youth who have not received some special training therefor. Many neat and tasteful school-houses have taken the place of old ones or supplied existing deficiencies since my last report, and some interest has been awakened in the matter of planting trees, shrubbery, etc., on the school grounds. In discipline many of our schools, particularly those of Muscatine City, are necessarily weak, owing to the fact that district boards of directors have legislated against the use of corporal punishment and do not properly sustain suspension. I am not an advocate of corporal punishment, and yet I do believe in the existence of the right and power of the teacher to use such punishment when in his opinion, the necessities of the case demand it. The simple right to use such punishment would of itself alone often be very effective in securing obedience and respect. If the teachers are entitled to so little confidence as not to be entrusted with such discretionary power they are most surely unfit for the important and responsible position they are called to occupy.

Educational Work Done by the County Superintendent.—During the year I have visited every school in the county once, and most of them two and three times, spending one half day or less at each visit. Have found it more satisfactory to visit the schools oftener and spend less time at each visit. The teachers of our county

as a class are earnest, devoted workers in the cause they love, yet as I have already said, we need more trained teachers, those who have been taught how to teach and those of more advanced age. Some certificates have been issued to applicants under seventeen and nineteen of age, yet my experience is that it is best not to issue a certificate to any applicant less than eighteen or twenty years of age. I have already sent you about an average list of questions used in the examination of teachers. Certificates are issued of three grades namely: Professional, First Class, and Second Class, the last named sometimes for less time than one year. The certificate of one teacher has been revoked for reason of persistent determination to teach in her home district, against strong opposition and evidently for the purpose of vexing an opposing party, regardless of the best interests of the school. I regret being unable to give a true statement, or even a close approximation of the exact condition of the finances of the county respecting the different school funds, yet I have tried to do the very best I could under the circumstances. The county treasurer does not report the item of uncollected tax according to law and if he did, it would be in the spring of the year so that it could not be even an approximation of what you desire. For reasons which must be quite as evident to yourself as to me a correct report cannot be made at this season of the year.

PAGE COUNTY.

E. MILLER, SUPERINTENDENT.

Educational Progress.—We have seventy-three school-houses worth \$71,925.00—usually plenty of funds to carry on the work, and a good demand for good teachers.

Educational Work Done by County Superintendent.—The county superintendent has visited and lectured in nearly every school in the county—once or twice a quarter or term.

By Other Agencies.—The teachers of this county have formed associations, and have done good work.

Measures Calculated to Advance the Interests of Schools.—The county superintendent should select the teachers for each school, and the Board of Directors should pay according to the grade of the teacher. All school officers should be paid for services. *Rhetoric* and *Composition* should be introduced.

PLYMOUTH COUNTY.

WILLIAM HUNTER, SUPERINTENDENT.

This term concludes my connection with the office of County Superintendent. I have received about one hundred and twenty-five dollars a year in county warrants, worth sixty cents on the dollar, which is equivalent to one dollar and eighty cents per day. Had it not been for the hospitality and gratitude extended me by the people of the county generally, I should have resigned long since.

Condition of Schools.—Our schools,—I mean common, we have none other in the county,—are composed of naturally intelligent scholars, and if taught by the right kind of teachers, will advance rapidly.

Visitations.—With but one or two exceptions I have visited all the schools once during the year. As a rule, one half day is devoted to each visit, exclusive of the time spent in traveling. What I say to scholars is in a conversational form, and I find them ready to listen and inquire.

School-Houses.—In some of our townships the directors really deserve praise for the splendid buildings they have provided; but the greater portion of our county has been recently settled by homesteaders, and they are not able to build such houses as they need.

Examinations.—I use both oral and written questions, usually ten written questions on each subject, and as many oral as we have time, which is always too limited.

Teachers.—Too many are “keeping school” because they cannot make as much doing any other kind of labor. The whole secret in educating our children is, *well qualified* teachers and good government at home—these are important assistants.

Our School Law.—Under the law, Superintendents have no authority to examine Secretaries' or Treasurers' "Records"—in fact, they have so little authority in school affairs that the office had better be abolished, or give it more power. If teachers were required to meet in their respective townships for examination, I believe the result would be more satisfactory. Abolish the sub-district system, pay Directors for the time spent in attending to their duties, and give Superintendents more authority and *better pay*, and in my judgment we will have better schools.

POCAHONTAS COUNTY.

DAVID MILLER, SUPERINTENDENT.

Educational Progress.—The increase of the number of schools from 13 to 24 in the short space of fifteen months is indicative of an educational interest. The same interest is also plainly indicated by the liberal expenditure of money in supplying children with good and well-furnished school-houses, and in improving school grounds with suitable out-buildings, and good wells, with pumps, &c.

Visitations.—With but few exceptions I have visited all the schools in the county, and have invariably received a cordial welcome from teachers, pupils, and parents.

In general, a half day is devoted to each school. I have generally made these visits alone, but not from choice. Sometimes I am accompanied by the school board, or other persons interested in the schools.

I have invariably endeavored to create unity between teachers, pupils, and parents, with a view of rendering educational efforts more efficient. How far I have succeeded in this, remains for the future to develop. Kind words of encouragement are spoken to the children, cheering them on in their studies, and aiding them in their difficult tasks. They readily appreciate such favors. I talk to them of the necessity of employing every moment of time while in the

school-room. I call their attention to the provisions made, by parents and others, in erecting and furnishing school-houses, and employing teachers for their special benefit. At these visits notes are taken in regard to the general condition of the schools, criticisms are given, and suggestions offered.

Examinations.—The examinations have been oral and written, combined, principally the latter. I have adopted the plan of grading certificates; also, limiting in time. A second grade certificate is rarely given for a longer period than six months. First grade certificates are given for one year. I use no premium certificates, as I think the time can be more profitably employed in teaching the common branches in country district schools.

Teachers' Institutes.—We held the first Institute ever held in this county, in February last. The attendance was large, all took a lively interest, and regarded it as a special favor. The Institute was an entire success.

POLK COUNTY.

J. A. NASH, SUPERINTENDENT.

The schools of Polk county, as a whole, are in a flourishing condition. We have been endeavoring to raise the grade of the teachers as fast as possible. A large number of new school-houses have been built and furnished with patent seats. But few cases of difficulty have occurred, and they have been satisfactorily settled.

Some suggestions, after years of experience, may not be out of place:

1. The salary of Superintendent should be such, that like other county officers, he may magnify his office and make it more efficient. The duties of his office should be somewhat enlarged. He should be the auditor of all school funds released and disbursed in the county. No treasurer should be relieved from his bonds until receiving a certificate from the County Superintendent, that he has exhibited vouchers for all money passing into his hands. The county

Treasurer would then certify to the county Superintendent all moneys handed over to each district treasurer. One great trouble with certain districts is arrearages in the teacher's pay. The county Superintendent should each spring be informed by the new board of the indebtedness of the teachers' fund, and the expenses of the incoming year, and should their levy of taxes be insufficient to bring the Treasury up to a cash paying basis, he should be empowered to increase the levy to the requisite extent, and certify the same to the Board of Supervisors.

2. A new set of blanks and blank books should be prepared and furnished by the State; and teachers under forfeiture of wages compelled to fill them out. Instructions in their use should be given at the annual institute, or at each examination of teachers.

3. The wages of teachers should range according to grade of certificate, and experience, and success in teaching. By this means good teachers will be better paid, and inferior ones compelled to quit the business or become better qualified. No person should be licensed to teach under eighteen years of age, unless as assistants under experienced principals.

Text-Books Should be Purchased by Township Boards.—There is in my opinion, no way in which greater efficiency can be given to our schools than by having all the text-books, slates, &c., &c., purchased by the district boards; all will then, poor or rich, be provided with equal facilities for study.

The teacher will be able to classify his school, having uniform text-books. It will lessen the multiplication of classes, and enable the teacher to more judiciously arrange his time. It will cheapen the expense of books, as they will be purchased at wholesale prices. Where it has been tried it has been attended with excellent results.

Compulsory Education.—I have no question that a judicious law should be enacted to compel the attendance for a certain length of time each year, of every child. The expense of running the schools will not be essentially increased thereby, while the good will be incalculable.

No child should have its destiny for life injured by the carelessness, stupidity, or avariciousness of a parent or guardian.

POTTAWATTAMIE COUNTY.

G. L. JACOBS, SUPERINTENDENT.

Educational Progress.—The surest indication of progress in any work is an increasing manifestation of wisely directed zeal by those directly interested. This is shown in our county—in the first place, by the number of school visits made by the sub-directors with the County Superintendent, which has been, during the last year, as compared with 1868, as 38 is to 0. and as compared with 1869, as 38 is to 17. It is manifested, in the next place, by an increase of parental visitations, which, had we the statistics, I have no doubt would make equally good showing. I thus conclude from the fact that during the last year, in many instances, the school-houses have been crowded with visitors when I have visited the schools, where, as on similar occasions during the preceding year, I met few or no visitors. Again, notwithstanding the "hard times," the wages of teachers have steadily advanced, and we now pay an average of \$42.08 per month, as against \$37.12 in 1868. In 1868 the average number of months schools were taught in this county was 5-6, whereas during the last year the average has been 7-67, showing an increase of over thirty-six per cent., which considering all of the circumstances, is wonderful. The number of school-houses in Pottawattamie county, October 5th, 1868, was 44 ; on the 5th of October 1871, it was 78, showing an increase of 34 school-houses in three years. The average value of the school-houses of the county three years ago, was \$1,641 each. The average value of the school-houses of this county at this time is \$1,976 each, which is not a fair showing of the real difference ; for a house can be built to-day twenty-five per cent. cheaper than it could have been three years ago. There is no doubt but the school-houses built in this county during the last three years will average forty per cent. better than those previously built. Three years ago there was not a well-seated country school-house in the county ; now more than half of the school-houses are furnished with the best of patent seats and desks. Two years ago scarcely a school-house lot was fenced in the

county ; now fully one-half are fenced and shaded, and nearly all are furnished with suitable out-buildings.

Educational Work Done by County Superintendent.—The office of County Superintendent is no sinecure. In addition to holding an Institute, hearing appeals, writing a multitude of letters, counseling with school-officers and teachers, writing reports of school visiting for our county papers, and making my annual report, I have made 217 visitations of schools, and, in so doing have traveled more than 7,200 miles during the last year. I have made no public addresses on the subject of Education, unless the ten or fifteen minutes talks that I give at most of my visits, could be dignified by that name. I fancy that a few words fitly chosen, at the proper time, will accomplish more for our schools, than long, ordinary lectures on so trite a theme as Education.

By Other Agencies.—The Teachers' Institute must be reckoned amongst the prime agencies in advancing the good cause in our county. We employed no foreign aid, but conducted the Institute with home material. Nearly every teacher had something to do. All went home strengthened and encouraged to fight the common enemy—Ignorance. Growing out of the labors of the Institute has been a uniformity in text-books in most of the schools of the county, resulting in greater good than I am able to express. Another agency in promoting the good cause is the reading of professional literature, by our teachers. Nearly all have read, and many own works on Theory and Practice of Teaching. Fully one-half take, and read one or more Educational Journals.

POWESHIEK COUNTY.

GEO. W. CUTTING, SUPERINTENDENT.

I have visited about one hundred schools once, and many of them a second time during the year past. In visiting the schools, I have labored to stimulate and encourage both teacher and pupil in their noble work. I am happy to say, that with few exceptions, the

schools in the county have made fine improvement. I cannot speak of their standing compared with that of years past, as the present year is all the acquaintance or knowledge I have of educational matters in the county, or State. In examining and licensing teachers my aim has been to approbate none but persons possessing good moral character, and qualified to teach and govern. If permitted to perform the duties of Superintendent of Common Schools in the county, I hope and trust that I may render my services more useful and acceptable. Permit me to say that in visiting the schools, I find parents and sub-directors exceedingly wanting in interest in relation to the prosperity of the schools, or the educational welfare of their children. There are very few School Registers that show any record of their names as having visited their schools.

RINGGOLD COUNTY.

WM. J. BUCK, COUNTY SUPERINTENDENT.

Educational Progress.—The advancement of the educational cause in our county is vividly evinced by the voice of the people calling for first-class teachers. Even those, in districts where education has formerly been at a low ebb, have caught the spirit, and wisely concluding, that already in the background, they are destined to remain there so long as they employ inefficient teachers. Hence they cry out, "Here is the place where a *good* teacher is needed." Some townships grade the wages according to the grade of the certificate. Wages vary from \$20 to \$40 per month—*ability* and not *sex* being the criterion. The educational standard being raised, those who had been teachers only in name were compelled to drop out of the ranks.

Examinations.—Printed questions are given to the applicants, and they are required to write the answers. We also conduct the examination in part orally. Ninety per cent. of the questions answered correctly draws a first-class certificate ; seventy-five, a second class ; and fifty, a third class.

Visiting Schools.—We have made this an indispensable duty. During the past year, every school in the county has been visited at least once ; and all, with a few exceptions, the second time. The time spent in each visit is from three to six hours. We take notes on the condition of the school ; question the pupils about their studies, and make such remarks and suggestions as we deem beneficial to to the school.

There having long been felt a want of a better school at which teachers might qualify themselves to fill their position, we, for their benefit, opened a select school about the first of August, to continue twelve weeks, closing with an institute. Many of our teachers are in attendance, and judging from the interest manifested, we think if we had the advantages that attend an established high school our corps of teachers would cope with the best in the State.

It is our firm conviction that the cause of popular education in Iowa demands the establishment of two or more normal schools. The progress of the age and the rapid strides of education demand it. A normal school would promote uniformity in the methods of teaching. Without system, much of the teacher's labor is in vain.

SCOTT COUNTY.

PHILO S. MORTON, SUPERINTENDENT.

School-Houses, Grounds, and Furniture.—The citizens of our county deserve praise in this matter, as most of our houses are substantial, neat, and of the most approved architecture ; grounds beautified with shade trees ; wells and the necessary out-buildings ; furniture of the best. We have expended for these three items the past year, (out side of Davenport City,) nearly \$30,000. Le Claire City has expended \$15,000 of this amount, and now has a graded school in operation, that is an honor to her citizens. I think in another year, we can report three or four more graded schools.

Condition of Schools.—I can, very safely report progress in this

matter, as my three hundred and eighty-seven (387) visits, made during the year, warrant me in speaking with some degree of assurance on this point. The two chief evils we have to contend with are, *change of teachers*, and *irregularity of pupils* in attendance: these evils are removing to some extent.

District Institutes.—I organized, last November, Local Institutes in the different townships; it was an experiment in this county, and notwithstanding we had obstacles to contend with, yet, in most localities, they were a success, and in the aggregate much good was done through this instrumentality. We anticipate doing much better this year. Our plan is to meet monthly—Friday evenings. The programme being essays, orations, music, and discussions of practical subjects connected with the school work; teachers, school officers, and citizens participating. The following Saturday, devoted to teachers' meeting for drill, conference, &c. I attended the Friday evening meetings as often as circumstances would permit, and gave a lecture.

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TAMA COUNTY.

J. R. STEWART, COUNTY SUPERINTENDENT.

Educational Progress.—In my report for 1869-70. I mentioned that a noticeable advancement had already been made and taste regarding the construction of school-houses. Many of our districts imitate the best samples of school architecture they can find, and build to a degree of perfection and convenience, quite up to their ability. Eight new houses have been built since that report, and four, then in process of construction, have been completed.

The complaints I then made in regard to irregular attendance, may still be made, but with less severity than then. In many of our schools the teachers have adopted a system of regular weekly reports to parents under the heads of: punctuality, standing, deportment, absence, and grades upon recitation. In all such cases the per cent. of punctuality has improved wonderfully. Nine different

boards of directors have arranged the course of study for their schools and appointed their visiting committee, which has both systematized their work, and given the schools a sense of responsibility to, and oversight by some authorized body. The practice among boards generally, however, is to "let the machine run itself," to hold the regular meetings required by law, fix the salaries of teachers, adjust the boundaries of districts when the necessity arises, and having done this, stand aside and let their opportunity and the interests of the school depart, hand in hand, "down the back entry of time."

Educational Work.—The Institutes of the county have been well attended, and given valuable aid to our schools. The teachers deserve much praise for the interest they have taken in them. Few teachers have been absent from them. An effort was made to keep up township associations by the teachers during last winter. The effort was only partially successful. It will be renewed again the coming winter. Small reference libraries have been put into a number of our schools during the year, and, I think, the need of them is now felt by all the teachers, and by most boards. Something has been done to fill up the lack of maps, charts, globes, &c., but furnishing peddlers have done much to disgust honest buyers, and so hindered many schools from being supplied.

My statistical report will show visitations, examinations, &c., and the general expenses of the schools to the county. The cost of our schools is much more than it should be, considering their efficiency. They are slowly gaining ground, and will soon give ample return for all their cost.

I am compelled to close this report, at this late date, with one township not yet heard from. That township failed last year and the showing it makes, is mainly from my own estimates.

TAYLOR COUNTY.

JOHN S. BOYD, SUPERINTENDENT.

I visited all the schools in the county during the winter, and nearly all during the summer terms. Teachers are better qualified and more faithful than formerly; our county is settling up rapidly and the demand for good schools and better school-houses increases daily.

Text-Books.—We have succeeded in securing a uniformity of text-books in nearly all of our schools.

The rapidity with which certain districts are settling renders it very difficult to keep a uniformity, particularly when a new sub-district is organized. I am convinced there are but few really bad text-books. With a uniformity of books, an earnest teacher, cordially supported by the patrons of the school, is generally successful.

Normal Schools.—We need educated teachers. Our young people desiring to become teachers must be prepared for their work. We desire, and greatly need a normal school in southwestern Iowa, and will work and wait until such time when the State of Iowa, with a treasury free from debt, shall give us a normal school, that shall be so graded that we shall be supplied with separate agencies for the special preparation of elementary teachers, adequate to supply every school in the community.

VAN BUREN COUNTY.

G. B. WALKER, SUPERINTENDENT.

Educational Progress.—When I came into office, nearly six years ago, there was one college, one academy, and two or three private schools in operation in this county. These were patronized by pupils that properly belonged to the public schools of the county, especially those in the lower private schools. By addresses and discussion, the school officers in the localities where these schools were situated, were shown the importance of securing better teachers and of making the public schools so efficient that private schools

would be unnecessary; that the public schools, when properly managed under efficient teachers, are sufficient to give a good common school education to the youth without the expense of private schools. This has been done. Last year the Academy Association, at Bonaparte, deeming the continuing of their school, to supply the wants of the people better by uniting it with the public school, proposed to sell the school-building to the school board of the independent district, and their proposition was so liberal that it was accepted without hesitation, and now the Bonaparte academy is no longer known as such, and the public school, as now managed, is more efficient, and better meets the wants of the people than both schools did before consolidation.

In an address before our institute last year, Rev. Bergan, proprietor of the Birmingham College, used the following language: "The public schools of the county are starving the colleges to death. At present none but those of large endowments will be able to stand pressure of the advancing tide of the common or public schools of the country; and the time is coming, when anything short of a classical education, may be secured in our common schools, and I say, God hasten the time." These are a few of the tokens of progress that have been made in our common school interest; and although the schools are far from being what they should have been, they are doing a good work.

Educational Work Done by County Superintendent.—Besides complying with the requirements of law, to visit the schools, I have made out plans and specifications, and very often bills of lumber, for nearly every school-house that has been erected since I have been in office. In many instances I have induced the school officers to build larger, better, and more convenient houses than they would have done if they had been left to their own judgment. The importance of a good black-board in every school-house, as well as other conveniences, frequently seems to be forgotten or ignored by many school officers in the sub-districts, and it is only by persistent effort that they are induced to supply these much-needed items. The desire seems to be to try to get up some kind of a building that will answer the purpose, without regard to utility, convenience, or the future wants of the district, with the least possible cost. I have

endeavored to create a uniformity in class-drill, and in imparting instruction, and in securing discipline, by holding teachers' meetings, or, more properly, Township Teachers' Institutes. These township meetings, or Institutes, have been held during term time. Each teacher is required to bring a class of his own school and conduct a recitation according to a programme previously made out. Thus it will be seen that a superior teacher in a township will exert a decided influence for the better, over the poorer teachers, and in a measure it will show the real worth of each teacher in the school-room. These meetings have been well attended by parents, teachers, and pupils, and all seemed to be benefited by them. Usually, at the close of the day's exercises, or in the evening, I delivered a lecture on some educational subject having a direct application to some special want in the schools. These Township Institutes are but auxiliaries to the County Institutes; and they awaken the critical power of the teacher by bringing them in contact with each other, and tend to elevate the character and standard of the schools. A willing Superintendent can find work for his entire time in the more populous counties.

By Other Agencies.—I have called two conventions of the school officers of this county in the last two years, to take into consideration the necessity of a uniformity of text-books, and the importance of paying teachers according to grade of certificate held, or more properly, according to scholarship, experience and success in teaching. These are subjects that really belong to the Board for action, and whenever they can be convinced that teachers' wages ought to be graded according to real merit, then successful and experienced teachers will not be brought so much into competition with inexperienced or unsuccessful ones. Although these conventions have not been as well attended as I could wish, their influence have been felt in every school district in the county. At present nearly every School Board in the county, grade the wages according to grade of certificate and experience in teaching.

It is humiliating for a successful teacher to be jewed down in salary, or perhaps be displaced by a newly-fledged teacher, because he proposed to teach the school at half price, when in reality their difference cannot be counted by dollars and cents.

Measures Calculated to Advance the School Interests.—As there

is much difficulty in securing a correct report from the different secretaries of the school moneys levied, collected, and disbursed, I think the school law ought to be so changed as to require the School Boards to levy all taxes at their regular meetings in September, instead of March, also to require the township clerks to report to the Secretary of the School Board in his own township, the valuation of all real and personal property belonging to the district township or independent district. This will give the Boards a true basis upon which to make all their school levies, and it will give the Secretary the necessary information to make out an intelligent financial report to the County Superintendent. Every Superintendent knows how difficult it is to get anything like an accurate report as the law now stands. Most of the Secretaries now fail to report the amount of "Assessed tax for the year," for the reason they do not have the desired information at hand.

My own report is deficient in this respect, and it is impossible for me to make it any better, unless I should travel all over the county and gather the items myself. This I cannot do.

WAPELLO COUNTY.

MARTHA A. PECK, SUPERINTENDENT.

The Board of Supervisors having appointed me to fill the position made vacant by the resignation of H. C. Cox, I have endeavored to perform its duties as faithfully as circumstances would permit.

Our County Institute was in session the first week in September, and the attendance was favorable, considering there was no Superintendent the previous month to issue circulars to the teachers. Richard Edwards, President of the Normal School, Bloomington, Illinois, assisted in conducting the exercises. At the close of the Institute, a committee upon programme of work for our next session, was chosen. This committee is to meet at the Superintendent's office the first Saturday in September, 1872, for the purpose of suggesting a time and place for holding the Institute; also, to prepare work and designate conductors for each branch, thus making

the labor of the general conductor lighter, and avoiding the loss of time incident upon a lack of preparation.

Normal Schools.—During the month of August, I conducted a normal class, and imperfect as my work must have been, the teachers felt that they had been materially benefited, and were unanimous in their desire for a similar school next summer. There is no need of an argument to show the necessity of a *State Normal School*; and I know of no other way to convince the PEOPLE of that necessity, than for each Superintendent to conduct such a school himself, although it may be on a small scale and imperfect, it may prove that good can be done in this way. A much greater benefit would be derived from a properly endowed Normal Institution. Our teachers must have the advantage of professional training, or we would better give the pupil his books and tell him to climb the hill of science as best he can. Too much has already been spent in hiring blind leaders in the schools.

Superintendent's Work.—My examinations are invariably written, the questions also written, and the lists frequently changed. I grant but two grades of certificates. For the first grade, the average per cent. must be at least eighty-five; and for second grade, seventy-five per cent. I am directly opposed to renewing certificates without examination, except in very rare cases. I believe the practice is derogatory to the interests of our schools. On the contrary, I would make my examination more thorough at each repetition. Teachers should not be satisfied with former glory, and constant study alone will enable them to keep pace with the progress of the times. These renewed certificates have a tendency to lull the teachers into a kind of Rip Van Winkle sleep, from which they sometimes awaken and find the intellectual world has moved on and left them. I have visited but few schools, but intend to visit all in the county before the 1st of January, when my term will expire. I make very few speeches to the schools, but take the liberty to examine classes upon their past work, impress upon their minds the necessity of being thorough in their studies, make private suggestions to teachers, etc. The old practice of sitting in the school-room a half-day, and making a nice little speech at the close, fails to arouse the teacher and pupils to any degree of enthusiasm in their work. I can say little of the

general condition or improvement of the schools in the county, having so lately commenced my work.

WASHINGTON COUNTY.

E. R. ELDRIDGE, SUPERINTENDENT.

The Educational Interests of our county are slowly, but we hope securely, advancing. The progress is not as rapid as we might wish, but considering the many obstacles we have to contend with, we rejoice that we advance at all. It is our misfortune to be of that unhappy number of counties burdened with taxes levied in aid of the construction of railroads; and the ordeal through which we are now being ground, causes the people to feel that they are oppressed with *taxation*, and, hence, too poor to build school-houses and support schools. Our condition being such, the struggle is hard indeed, but we look forward with bright hopes of a better day, when ALL will be willing to assist us in educating the masses, and in developing the great agency for doing this work, the PUBLIC SCHOOL SYSTEM, which may truly be regarded as the corner-stone of our republican institutions. It is cheering to record the fact that there is a growing interest in favor of normal training. Many of our people begin to realize that trained teachers are more successful, and hence cheaper, than those who are not fitted especially for this profession; and, therefore, they favor the establishing of normal schools to fit teachers especially for this vocation.

We hope that the Legislature of 1872, will consider the *educational needs* in this respect, and will move in the direction of providing normal instruction for those who are to be our teachers.

A *Normal Institute* of two weeks was held in our county last November. Recitations were conducted by organizing the teachers into classes, and in this way the "Theory and Art of Teaching" was exemplified. We had the assistance of able instructors, and the work was thorough and satisfactory in its results.

Educational Meetings have been held in the various townships, *talks* delivered to the people on the many points of school economy,

and in these meetings the people have been led to discuss these questions themselves, and in this way their energies and zeal have been awakened, and they have been induced thus to co-operate more earnestly in the school-work.

The Visitation of Schools by the Superintendent, I have found to be one of the most important, and likewise the hardest duty.

In this, his labors must be most judicious, for many teachers whose work is not entirely satisfactory, need sympathy more than censure, and I have found that one-half day spent with such, in which earnest work and friendly advice are liberally bestowed, is worth more to teacher and scholar than a whole column of severe criticism given to the public through some newspaper. During the last year, I have visited about four-fifths of the schools in our county. I have endeavored to make the character of my visit accord with the wants of the school, in each case.

County Superintendent.—In order to make the office of County Superintendent efficient, we need none but competent men in the office, and, therefore, none should be eligible to said office except those who are graduates of some normal school in the State, or who can satisfy the Superintendent of Public Instruction of his competency to fill such place. These requirements should be demanded by law.

The length of the term of office of County Superintendent should be extended to three years instead of two, as now, as frequent changes in this office tend to render it inefficient and consequently unpopular.

We likewise need some changes in our law with reference to the office of

Sub-Director and Sub-District Lines.—The term of *one year* is entirely too short, as men do not learn how to discharge the duties of their office, until their term is ended. Again, competent men cannot afford to be cumbered with this office, year after year, and receive no compensation for their labors; but good men are wanted in this office for not less than a *three years' term*, and should be paid for their services as in every other department of labor.

Sub-District Lines are a source of more trouble than any other

one thing in school supervision, and in order to secure a greater community of interest, it is necessary that these lines be abolished and that the township system be adopted in its stead. Hoping that our next Legislature will remedy some of the evils mentioned, I close.

WAYNE COUNTY.

ENOS RUSHTON, SUPERINTENDENT.

In Relation to School-Houses.—I am glad to say that our county is moving up. Quite a number of good school-houses have been built during the present year, and more are being built at this time. And the leading feature of these houses, is, they are constructed with some reference to the comfort and convenience of the teacher and pupil. There is a disposition on the part of the people to employ good teachers at reasonable wages. Our teachers are improving, and in reviewing the circumstances, and comparing the present with the past, I am glad to say that Wayne county is progressing. I would recommend that the law be so changed as to allow sub-directors reasonable compensation for their services. I am sure this would have a salutary effect in causing a prompt and judicious discharge of duties on the part of boards of directors. During the year just past, I have issued but very few first-grade certificates, as this report will show. I pursued this course in order to stimulate teachers to improvement. I have met with a great deal of opposition in pursuing this course ; but it had the desired effect, and good, energetic teachers, throughout the county, sanction my action. In regard to Teachers' Institutes, I think they ought to remain in session four weeks instead of one week. Our Institutes are highly prized by the people generally, and well attended by the teachers. In regard to County Superintendents' salary, I think they ought to receive four dollars per day for their services. In fact I do not think they would grow fat, (financially) on five dollars per day. For my services I receive four dollars per day.

Examinations.—Partly written and partly oral. I am striving to obtain an older class of teachers ; I mean men and women. We have too many boys and girls teaching, or trying to teach school.

WINNESHIEK COUNTY.

J. M. WEDGWOOD, SUPERINTENDENT.

Progress of Education.—In a county as new as ours we think it denotes a good degree of progress that comfortable places are supplied for the nine thousand children of school-age, and a call for more competent teachers. And in this regard we are able to supply the demand, in part. True, we have some directors who seem to feel that a third grade teacher is as good as any, but this is not the rule. We have a large share of foreign-born persons, who are citizens, and who heretofore have taken little interest in educating their children, but are now becoming much more interested.

Work of County Superintendent.—I have spent most of my time with and for the schools, intending to visit each school during its sessions, but have not always succeeded. After seeing what the teacher is doing in his daily practice, I talk and pray with the scholars, giving such advice as the circumstances require, and correcting the faults of the teacher privately, and making such suggestions as occur to me at the time. I have never lectured in the townships, but have talked to many of the necessity of education, and of taking a deeper interest in the literary training of the children of our county. I have for years reported through one of our county papers something of the condition of the school on the day I visited it. This has been a great stimulus to work in the school-room.

Examination of Teachers.—I examine both by written and oral answers, and even then I need to see teachers in the school-room, to judge of their fitness to deal with the minds of children. A certain amount of education is absolutely necessary to success. But this is far from being all. There must be "aptness to teach," "ability to govern," or the most splendid talents are only consummate failures. Hence I need to see teachers with their pupils, see the attraction they have for them, the ease and clearness with which they can explain to their pupils, &c.

Teachers' Institutes.—These, in our county, have been a great help, especially to young teachers—fully worth all they have cost.

Normal School.—We need, shall I say a “*Mill*” to grind out teachers ready for their business. Most of our teachers teach only a few terms, and then go into other business. During this time they hardly learn how to teach, certainly not by the most approved methods. Our great want is a school to train teachers. In our county where we employ nearly two hundred teachers a year, how much more progress would be made, could we have teachers fitted for their business. And every one knows how much more one can do who knows how to work than one who has to learn as he goes along. If the latter is worth \$5 per month, the former is \$25. This at the present time is our great want. We have plenty of the raw material, of most excellent quality, but it needs training.

Conclusion.—This is probably my last report of schools. For eight years it has been my pleasure to see the pupils in our county under their various teachers climbing the hill of science. With pleasure I have watched the progress they have made. It has been a healthy growth. And as I retire, I have the privilege of committing to my successor, school-houses far more comfortable, and commodious, parents more interested, and a class of teachers very far superior, than when I came into office. I retire with the best wishes for success to him who may put the harness on as I lay it off. May our Father’s blessing rest on parent, pupil, teacher, and superintendent.

WRIGHT COUNTY.

J. D. SANDS, SUPERINTENDENT.

Education is slowly advancing in this county. This is apparent when we look at the improvements made in the structure of our school-houses. Several new school-houses have been built during the past year, on improved plans. In the structure of these new school-houses, the health and comfort of the pupils have been regarded as part of the education of developing manhood.

Teachers.—Many of the teachers are straining to become more able instructors, by using means to qualify themselves more fully for the

work of teaching the youth in our common schools. I am sorry to be compelled to add; that some, wishing to be called teachers, still *keep school*, or rather, are kept by the school-funds; while the advancement of the pupils at school is not sought.

Certificates.—I have not issued so many certificates of second and third grades, as I was compelled to issue last year.

Visitations.—I have visited the schools in the county thoroughly this year, and I find a gradual improvement in the mode of imparting knowledge. Many of the schools have been recently furnished with good maps, black-boards, globes and dictionaries; but yet some schools are without even a map of the State of Iowa.

Teachers' Institute.—The county Teachers' Institute last year was well and enthusiastically sustained by the teachers, which has never before been done

District School-Records.—I must say a word concerning the loose and careless manner in which the school-records of some of our school districts are kept; though what I say may not prove the advancement of knowledge in our county. The way in which said records are kept, is discouraging to the secretaries of school districts, and annoying to the superintendent of the county. To have a district report come with "the number of persons between the ages of five and twenty one years, then number of months the schools have been taught," and "the aggregate amount paid to teachers, is very annoying and vexatious to the county superintendent. If anything can be done so as to cause correct and proper reports to be given of our district schools, much will be done to advance the cause of education in our county.

Lectures.—I have delivered lectures on school-houses, education, teaching the youth, and other topics that pertain to the advancement of our school system. Wherever I could find an opportunity, and an audience; and I have no doubt the cause of common schools has been advanced thereby.

ALLAMAKEE COUNTY.

LENTHEL EELS, SUPERINTENDENT.

Educational Progress.—It is with a feeling of pride that I am able to state that there has been a marked increase of interest in education in this county, during the past two years. I have labored faithfully and earnestly, and with the co-operation of our teachers, and school officers much good has been accomplished.

School-Houses.—There has been twenty-two school-houses erected in the county during the past two years, at an average cost of \$1,600; among which are the fine school-buildings for the graded schools in Postville and Village Creek. This furnishes good evidence of our rapid progress.

School Visits.—I consider the visiting of schools, by County Superintendents, the most important duty connected with the office; indeed without this important requisite, the office of County Superintendent might as well not exist. But a Superintendent's visits, as they are termed, should be judiciously exercised; every visit should be a careful examination, both of teacher and pupils, and such corrections made as are deemed necessary; this implies that County Superintendents should be endowed with qualifications requisite to discriminate proper from improper methods of teaching and discipline. I have visited every school in this county, and many of them as often as four or five times during the past two years, and, I think, with beneficial effect.

Teachers.—Another good evidence of progress in our county, is the growing desire of many of our teachers, to become more thoroughly qualified for teaching; a large per cent. of them are adding to their fund of knowledge, by attending our graded schools.

Institutes.—Our Institutes have been well attended, and much appreciated by our teachers. But by referring to my predecessor's report I find that he complains of certain boards of directors disapproving of Institutes, and a majority of the teachers pronounced them an imposition. I have no such complaint to make; but, on the contrary, I can say that both teachers and boards of directors

encouraged our Institutes by their presence and assistance. The cause of this important change is this, the exercises of our Institutes were conducted with a view of expressly benefiting our teachers ; and, to accomplish this end, "home talent" has been employed. The utility of employing first-class teachers of the county to assist at Institutes is apparent, from the fact that they are more familiar with all the circumstances connected with teaching in their vicinity. But, employ conductors from a distance, and in nine cases out of ten all their efforts are put forth to make a display of their eloquence, and aim to puzzle and confuse the teachers ; such methods of conducting Institutes are devoid of all interest, and deserve the disapproval of teachers and boards of directors.

Text-Books.—A change of many of our text-books, is very much needed. The subject has been under consideration for some time past, and, I think, the time is not far distant when a better and more uniform grade will be established.

County Superintendents' Salary.—In regard to County Superintendents' salary, the following remarks from a brother superintendent coincide with my views to the letter : "I consider the present method of remunerating Superintendents as little less than contemptible, and a disgrace to our statute-book. Why is it that they are compelled to swear to every duty performed before receiving one cent of remuneration ? Are they less honest or responsible than other State and county officials, that they must submit to be sworn, catechised, and their legitimate earnings sometimes withheld ? Gentlemen, as parents and members of the General Assembly, we want you to look this question right square in the eye, and show by your votes whether you consider County Superintendents entitled to the same consideration and emoluments as are paid to other officials, or whether you consider them as so many supernumeraries, whose services can as easily be dispensed with as retained ? If the office is a mere sinecure let it be instantly abolished ; if it is not, and is doing a noble, legitimate work, let its agents be paid in a straightforward, honest way, not trammelled with oaths and questionings, but in accordance with the duties performed, based upon the population of the county and the number of schools to be visited." All this can be easily ascertained by reference to school reports, which are furnished in abundance.

STATISTICS.

[A.]
STATEMENT

*Of the amount of Interest of the Permanent School Fund apportioned to the several
Counties of the State of Iowa, during the years 1870 and 1871.*

COUNTIES.	Amount ap- portioned, March, 1870.	Amount ap- portioned, Sept., 1870.	Amount ap- portioned, March, 1871.	Amount ap- portioned, Sept., 1871.	Whole am't apportioned in 1870-71.
Adair.....	\$ 875.55	\$ 203.00	\$ 501.90	\$ 229.44	\$ 1309.89
Adams.....	520.59	281.40	590.10	269.76	1661.85
Allamakee....	2604.80	1404.00	2602.60	1189.76	7805.16
Appanoose.....	2378.73	1285.80	2266.60	1036.16	6967.29
Audubon.....	132.09	71.40	149.10	68.16	420.75
Benton.....	2924.85	1581.00	2848.65	1302.24	8656.74
Black Hawk.....	2607.39	1409.40	2704.10	1236.16	7957.05
Boone.....	1953.60	1056.00	1869.35	854.56	5733.51
Bremer.....	1598.40	864.00	1620.50	740.80	4823.70
Buchanan.....	2193.36	1185.60	2161.60	988.16	6528.72
Buena Vista.....	56.24	30.40	163.80	74.88	325.32
Butler.....	1228.40	664.00	1309.70	598.72	3400.82
Calhoun.....	191.66	103.60	207.20	94.72	597.18
Carroll.....	236.80	128.00	301.00	137.60	803.40
Cass.....	535.31	289.40	674.80	308.48	1808.07
Cedar.....	2728.38	1474.80	2536.80	1159.68	7899.66
Cerro Gordo.....	466.57	252.20	581.00	265.60	1565.37
Cherokee.....	126.54	68.40	221.55	101.28	517.77
Chickasaw.....	1300.92	703.20	1400.00	640.00	4044.12
Clarke.....	1219.89	659.40	1221.50	558.40	3659.19
Clay.....	88.43	47.80	163.45	74.72	374.40
Clayton.....	3705.18	2002.80	3806.60	1740.16	11254.74
Clinton.....	4451.47	2406.20	4207.00	1923.20	12987.87
Crawford.....	272.32	147.20	285.95	130.72	836.19
Dallas.....	1521.44	822.40	1592.85	728.16	4664.85
Davis.....	2371.33	1281.80	2211.30	1010.88	6875.31
Decatur.....	1720.50	930.00	1676.85	766.56	5093.91
Delaware.....	2311.39	1249.40	2224.95	1017.12	6802.86
Des Moines.....	3799.53	2053.80	3629.15	1659.04	11141.57
Dickinson.....	156.88	84.80	184.80	84.48	510.96
Dubuque.....	5414.58	2926.80	5223.05	2387.68	15952.11
Emmett.....	135.05	73.00	125.65	57.44	391.14
Esayette.....	2405.00	1300.00	2520.70	1152.32	7378.02
Floyd.....	1182.89	639.40	1347.85	616.16	3786.30
Franklin.....	578.68	312.80	661.15	302.24	1854.87
Fremont.....	1464.83	791.80	1442.00	659.20	4357.83
Greene.....	495.80	268.00	524.30	239.68	1527.78
Grundy.....	647.13	349.80	739.20	337.92	2074.05
Guthrie.....	782.92	423.20	874.65	399.84	2480.61
Hamilton.....	699.67	378.20	774.20	353.92	2205.99
Hancock.....	104.34	56.40	172.90	79.04	412.68
Hardin.....	1813.00	980.00	1886.15	862.24	5541.39
Harrison.....	1131.09	611.40	1188.60	543.36	3474.45
Henry.....	2891.92	1563.20	2794.05	1277.28	8526.45
Howard.....	802.16	433.60	822.15	375.84	2433.75
Humboldt.....	248.64	134.40	296.10	135.36	814.50
Ida.....	28.12	15.20	23.45	10.72	77.49
Iowa.....	1999.11	1080.60	2121.00	969.60	6170.31
Jackson.....	3168.31	1712.60	2922.50	1336.00	9189.41

STATEMENT "A.—CONTINUED.

COUNTIES.	Amount ap- portioned, March, 1870.	Amount ap- portioned, in Septem- ber, 1870.	Amount ap- portioned March, 1871.	Amount ap- portioned in Septem- ber, 1871.	Whole am't apportioned in 1870-71.
Jasper	\$ 2899.69	\$ 1567.40	\$ 2984.45	\$ 1364.32	\$ 8815.86
Jefferson	2493.43	1347.80	2360.05	1078.88	7289.16
Johnson	3269.69	1767.40	3827.10	1520.96	10385.15
Jones	2933.36	1585.60	2808.05	1283.68	8610.69
Keokuk	2702.48	1460.80	2472.40	1196.32	7832.00
Kossuth	299.70	162.00	367.15	167.84	996.69
Lee	4895.47	2646.20	4820.20	2203.52	14565.39
Linn	4053.35	2191.00	4072.60	1861.76	12178.71
Louisa	1835.57	992.20	1569.40	724.16	5121.33
Lucas	1410.07	762.20	1397.20	638.72	4208.19
Lyon .....	.....	.....	.....	.....	.....
Madison	1800.42	973.20	1780.10	813.76	5367.48
Mahaska	3200.13	1729.80	3026.10	1383.36	9339.39
Marion	3542.38	1914.80	3458.00	1580.80	10495.98
Marshall	2171.16	1173.60	2143.40	979.84	6468.00
Mills	1044.88	564.80	1074.50	491.20	3175.38
Mitchell	1120.73	605.80	1177.75	538.40	3442.68
Monona	392.20	212.00	393.05	179.68	1176.93
Monroe	1833.35	991.00	1746.15	798.24	5368.74
Montgomery	453.25	245.00	676.55	309.28	1684.08
Muscataine	2907.83	1571.80	2769.20	1265.92	8514.75
O'Brien .....	.....	.....	14.70	6.72	21.42
Osceola .....	.....	.....	.....	.....	.....
Page	1273.54	680.44	1204.00	550.40	3716.34
Palo Alto	101.38	54.80	147.00	67.20	370.38
Plymouth	119.88	64.80	256.90	117.44	559.02
Pocahontas	119.88	64.80	206.85	94.56	486.09
Polk	3508.34	1896.40	3378.55	1544.48	10327.77
Pottawattamie	1625.41	878.60	1851.15	846.24	5201.40
Poweshiek	1796.72	971.20	1949.85	891.36	5609.13
Ringgold	771.82	417.20	781.20	357.12	2327.34
Sac	163.54	88.40	138.95	63.52	454.41
Scott	4723.79	2553.40	4725.00	2160.00	14162.19
Shelby	279.35	151.00	340.55	155.68	926.58
Sioux .....	.....	.....	106.75	48.80	155.55
Story	1470.01	794.60	1504.30	687.68	4456.59
Tama	1990.23	1075.80	2029.65	927.84	6033.52
Taylor	910.94	492.40	972.30	444.48	2820.12
Union	728.90	394.00	751.10	343.36	2217.36
Van Buren	2511.19	1357.40	2352.00	1075.20	7295.79
Wapello	3104.67	1678.20	2953.30	1350.08	9086.25
Warren	2440.89	1319.40	2366.70	1081.92	7208.91
Washington	2893.40	1564.00	2727.55	1246.88	8431.83
Wayne	1489.99	805.40	1554.00	710.40	4559.79
Webster	1242.83	671.80	1262.10	576.96	3753.69
Winnebago	176.49	95.40	199.15	91.04	562.08
Winneshiek	3060.27	1654.20	3115.00	1424.00	9253.47
Woodbury	542.05	293.00	755.30	345.28	1935.63
Worth	355.57	192.20	382.20	174.72	1104.69
Wright	90.08	156.80	300.30	137.28	684.46
Total	\$ 154722.16	\$83633.60	\$ 155124.20	\$70986.72	\$ 464466.68

[B.]

AN ABSTRACT

Of the annual reports of the County Superintendents of Common Schools to the Superintendent of Public Instruction, for the year beginning

October 5th, 1869, and ending October 4th, 1870.

Name of Dis- trict, Township or Independent District.	No. of Sub-Districts.		Number of persons be- tween the ages of five and twenty- one years.		No. of schools in each district.	No. of graded schools in each district.	No of pupils enrolled in the schools of the district.	Total average attend- ance in each district.	No. of teachers.		Length of school in days.		Average No. of months schools have been taught.	Average compensa- tion of teachers per week.		Average cost of tuition per each pupil.		Number of school- houses and of what ma- terial con- structed.				Value of school-houses.	No. of volumes in dis- trict library.	Value of apparatus.				
	Males.	Females.	Males.	Females.					Summer.	Winter.	Males.	Females.		Winter.	Summer.	Brick.	Stone.	Frame.	Log.									
Adair.....	46	757	677	42	1	1150	861	37	40	2421	2766	6.3	\$ 9 12	\$8.42	.41	6.3	6.3	\$ 9 12	\$8.42	.41	6.3	40	2	40	2	\$ 25795.00	100	\$ 616 00
Adams.....	41	907	779	40	...	1209	1011	37	37	2335	2099	6.1	7.95	6.97	.38	6.1	6.1	7.95	6.97	.38	6.1	37	..	37	..	20370.00	26	749.55
Allamakee ..	121	3803	3633	121	2	5530	3264	77	130	6548	8310	6.	9.05	7.33	.10	6.	6.	9.05	7.33	.10	6.	8	41	69	41	51228.00	50	1801.00
Appanoose...	108	3435	3041	...	1	5105	2905	103	84	4170	8361	5.8	10.14	5.92	.24	5.8	5.8	10.14	5.92	.24	5.8	8	..	95	13	72406.00	...	509.00
Audubon.....	12	231	195	12	...	325	258	4	14	1030	720	7.	10.57	7.32	.53	7.	7.	10.57	7.32	.53	7.	..	..	12	..	5550.00	38	55.00
Benton.....	167	4247	3892	159	7	6394	4800	64	115	1875	1859	7.	8.94	7.10	.26	7.	7.	8.94	7.10	.26	7.	3	..	137	..	115200.00	2256	4339.00
Black Hawk..	128	3956	3770	122	5	5747	4186	85	166	8048	8495	7.	11.35	6.22	.25	7.	7.	11.35	6.22	.25	7.	5	7	109	2	134535.00	55	1741 00
Boone.....	80	2881	2460	76	4	4132	2552	76	67	916	1012	7.	10.98	7.60	.32	7.	7.	10.98	7.60	.32	7.	5	..	72	3	78622.00	...	721.00
Bremer.....	90	2502	2118	95	1	3432	2772	44	103	6292	6473	7	8.01	5.72	...	7	7	8.01	5.72	...	7	3	8	78	1	55225.00	...	2019.00
Buchanan....	121	3172	3004	124	3	4646	3790	70	163	7921	8533	7.	9.64	6.47	.28	7.	7.	9.64	6.47	.28	7.	6	4	99	2	80289.00	43	1221.00
Buena Vista..	25	256	212	7	...	97	272	2	5	359	300	8.	8.33	7.64	...	8.	8.	8.33	7.64	...	8.	..	..	6	..	3150.00	...	2196.50
Butler.....	95	1942	1800	85	2	2786	1755	59	90	1197	1221	6.	8.00	5.62	.35	6.	6.	8.00	5.62	.35	6.	1	4	76	1	49410.00	64	2797.00
Calhoun.....	25	380	212	27	...	518	357	18	20	1791	1230	6.	8.48	6.66	.58	6.	6.	8.48	6.66	.58	6.	..	..	21	..	9864.00	...	418 00
Carroll.....	20	451	409	20	..	560	335	14	23	958	1314	6.	10.00	9.17	.42	6.	6.	10.00	9.17	.42	6.	..	..	19	..	21100.00	...	452.55
Cass.....	50	980	948	9	2	1673	429	33	36	645	605	7.	9.19	6.86	...	7.	7.	9.19	6.86	...	7.	1	..	43	..	30600.00	4	750.00
Cedar.....	130	3759	3489	137	5	5465	3646	88	174	1836	1893	8.	10.90	6.87	.28	8.	8.	10.90	6.87	.28	8.	10	..	124	..	100500.00	56	1741.00
Cerro G rdo..	44	813	847	50	1	1418	777	18	59	3243	3376	7.	8.88	6.67	.45	7.	7.	8.88	6.67	.45	7.	..	16	30	..	28495.00	425	1018.00
Cherokee....	25	838	295	18	...	808	348	8	15	920	480	4.	8.08	6.80	.53	4.	4.	8.08	6.80	.53	4.	1	..	8	4	7313.00	1	90.00
Chickasaw...	75	2031	1969	82	4	2854	2102	51	90	4651	5009	7.	7.85	6.11	.24	7.	7.	7.85	6.11	.24	7.	2	1	68	2	45840.00	1	2090.00

ABSTRACT "B"—CONTINUED.

Name of Dis- trict Township or Independent District.	No. of Sub-Districts.	Number of persons be- tween the ages of five and twenty- one years.		No. of schools in each district.	No. of graded schools in each district.	No. of pupils enrolled in the schools of the district.		Total average attend- ance in each district.	No. of teachers.		Length of School in days.		Average No. of months schools have been taught.	Average compensa- tion of teachers per week.		Average cost of tuition per each pupil.		Number of School- houses and of what ma- terial con- structed.				Value of school-houses.	No. of volumes in dis- trict library.	Value of apparatus.
		Males.	Females.			Males.	Females.		Summer.	Winter.	Brick.	Stone.		Frame.	Log.									
Clark	71	1798	1692	75	...	3318	2093	47	85	4094	4175	6.	\$ 8.87	\$6.68	\$42	...	10	49	4	45850.00	...	...	\$ 320.00
Clay	10	255	212	9	...	208	279	5	9	570	300	5.	7.91	6.73	.46	8	3990.00	33	...	110.00
Clayton	142	5595	5281	153	5	7807	6531	115	159	8557	11405	7.	10.05	6.91	.20	...	18	93	25	129760.00	24	...	2226.00	
Clinton	146	6195	5825	158	47	8744	5429	94	205	2175	2315	7.	11.91	6.36	.25	...	7	2	151	188171.39	64	...	3898.00	
Crocker .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Crawford	35	413	404	32	...	740	472	14	34	360	500	7.	9.25	6.27	.59	...	8	24	1	22550.00	...	...	970.00
Dallas .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Davis	92	8258	3060	97	1	4977	3116	80	72	4192	5537	5.	7.72	5.62	.22	...	6	57	20	35871.75	...	...	51.00
Decatur	82	2496	2295	82	3	3398	2036	75	64	4465	6030	6.	8.67	6.28	.28	...	7	47	25	35780.00	42	...	980.00	
Delaware	111	3238	3119	118	2	4313	3813	75	149	725	707	7.	9.43	6.16	...	...	12	96	...	78050.00	2	...	2344.00
Des Moines	78	5373	4996	116	9	5520	3439	65	110	3940	5745	...	...	...	...	...	23	11	50	11163.25	8	...	140.00
Dickinson	7	269	259	11	...	280	315	6	12	660	440	5.	6.84	7.70	...	...	...	5	2	2458.00	...	...	...
Dubuque	99	7436	7487	117	11	8460	5395	70	150	6286	9382	9.	9.76	6.85	.22	...	11	63	14	218585.00	282	...	2172.64	
Emmet	12	210	140	7	...	256	159	2	12	600	260	6.	6.50	4.96	.32	...	...	4	5	2675.00	...	...	81.85
Fayette	146	3721	3481	161	6	5264	3495	42	123	9110	9982	6.	8.23	5.51	.21	...	8	7	117	89668.00	14	...	1168.00	
Floyd	73	1998	1855	73	2	3480	1807	52	90	5138	4570	6.	8.60	6.21	.25	...	3	11	50	66365.00	6	...	1001.00	
Franklin	56	985	904	56	1	1129	1134	36	54	700	660	7.	9.13	6.75	.48	...	2	4	38	38125.09	875	...	1118.00	
Fremont	63	2116	2004	59	3	2450	1515	61	56	3874	3584	6.	12.29	8.21	...	...	3	...	...	40401.00	56	...	1628.50
Greene	35	803	695	40	1	1089	661	25	33	2137	1928	6.	9.40	8.05	.63	...	...	36	...	20700.00	670	...	1140.00
Grundy	88	1142	970	72	...	1618	972	33	68	4007	3909	6.	7.35	6.57	.35	...	...	61	...	32083.97	6	...	957.76
Guthrie	82	1272	1227	73	1	1775	1020	60	07	4294	4150	6.	9.10	7.24	...	...	4	...	...	30400.00	177	...	605.50
Hamilton	49	1162	1050	50	3	1675	1029	31	49	2985	2799	6.	9.33	6.82	...	...	1	48	1	30184.45	70	...	250.00
Hancock	16	212	282	16	...	335	200	4	18	1190	1100	6.	9.60	6.00	.58	...	...	15	...	16200.00	1	...	589.00
Hardin	52	2700	2029	84	8	3044	3613	55	101	1303	1416	7.	10.84	8.72	.34	...	7	75	...	92920.00	...	...	1755.00

Harrison.....	81	1685	1711	82	1	2795	1570	51	77	1360	1493	6.	10.23	8.22	.48	....	9	..	64	8	44046.00	323	1654.00
Henry.....	96	4062	3921	105	9	7405	4400	74	141	6110	7621	7.	9.29	7.08	.35	....	24	1	75	6	123710.00	23	680.00
Howard.....	64	1259	1090	64	1	1613	930	44	74	933	908	7.	8.32	6.26	.40	.44	1	3	52	1	40278.00	11	1297.65
Humboldt....	29	469	377	31	....	622	637	22	30	1545	1515	7.	6.07	5.75	.58	....	1	2	24	3	22220.00	....	606.00
Ida.....	7	39	28	6	....	59	39	2	7	120	180	5.	....	....	.80	....	..	..	6	..	4840.00	....	18.00
Iowa.....	119	3144	2916	112	2	4778	2973	107	119	6742	7973	6	9.44	6.18	.24	..	11	..	97	1	79564.00	408	975.00
Jackson.....	124	4247	4103	132	4	6129	3374	64	168	2062	2043	7.	9.06	5.79	.20	.24	12	18	93	13	81650.00	53	2680.51
Jasper.....	139	4533	3994	156	4	6482	3533	111	162	8100	8930	6.	9.65	7.27	.33	.37	6	..	132	2	115302.00	198	1626.78
Jefferson....	85	3470	3273	92	2	5521	2981	68	106	4542	6040	6.	8.16	5.50	.26	.17	7	..	78	2	94651.00	580	90.00
Johnson.....	142	4839	4667	138	5	6201	3862	72	198	1872	1754	7.	7.57	5.96	.26	.25	10	2	123	2	117170.00	6	1403.00
Jones.....	128	4151	3872	132	3	5983	3712	84	171	9035	9134	7.	9.38	6.03	.18	.22	6	4	114	5	80734.00	64	2321.05
Keokuk.....	133	3861	3616	133	1	7329	4420	84	135	6749	8939	7.	7.78	7.16	.24	.24	5	4	110	6	89595.00	15	575.00
Kossuth.....	29	543	506	33	..	897	373	15	37	1890	1860	5.	7.09	5.22	.53	.67	1	..	20	..	15310.00	405	100.00
Lee.....	105	6995	6777	107	15	7662	4788	69	140	1260	1790	7.	9.92	6.43	.24	.27	31	11	58	9	185190.00	50	650.00
Linn.....	159	5953	5683	173	7	8707	5043	117	229	11272	13073	7.	10.01	7.23	.17	20	30	3	136	1	194450.00	44	1180.50
Louisa.....	67	2388	2138	26	6	3681	3291	55	63	3620	6027	7.	10.10	6.56	.24	.27	6	1	57	2	44815.00	....	1055.00
Lucas.....	75	2063	1929	69	1	2951	1932	58	68	3740	4813	6.	9.10	6.77	.29	.32	3	..	64	4	49080.00	1	362.60
Lyon.....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Madison.....	97	2684	2402	89	1	3870	2338	72	89	4957	5713	6.	10.15	7.63	.30	.36	..	17	70	4	86101.00	154	670.00
Mahaska.....	109	4428	4218	122	2	6923	4064	98	145	7178	8566	6.	9.56	6.93	.24	....	11	..	106	2	156015.00	136	2530.00
Marion.....	121	5099	4781	118	4	6820	4001	100	97	6227	7976	6	8.82	7.35	.28	....	11	..	87	9	82775.00	....	881.75
Marshall.....	113	3245	2879	117	13	4588	2922	89	115	6681	7290	7.	11.20	7.12	.28	.33	17	..	88	..	93562.91	755	1795.00
Mills.....	48	1561	1509	49	1	2076	1126	32	53	2692	2560	6	10.22	7.90	.42	.48	2	..	43	..	40536.00	43	1705.47
Mitchell.....	68	1766	1595	76	1	2394	1492	32	89	4959	5074	7.	8.57	5.63	.25	..	12	6	47	4	49110.00	45	812.00
Monona.....	39	622	554	43	1	841	572	24	39	2000	1935	6.	9.55	7.85	.67	....	2	..	40	2	22370.00	284	993.00
Monroe.....	82	2547	2442	78	2	3855	2311	60	86	4266	5090	6.	8.67	5.91	.23	.25	2	2	54	18	43984.00	24	498.00
Montgomery..	39	1014	919	31	1	956	1161	28	26	1582	1258	7.	10.35	7.09	.43	....	5	1	29	1	22367.50	....	215.00
Muscatine....	83	4067	3845	90	6	5978	3808	64	184	6147	7071	7.	10.39	7.03	.20	.21	11	1	78	..	97130.00	411	1932.00
O'Brien.....	2	16	26	2	....	42	26	..	2	80	160	6.	....	8.33	.40	....	2	..	..	..	5000.00	....	50.00
Page.....	65	1783	1657	57	1	3105	1536	52	63	3232	4605	8.	11.09	8.61	.34	....	2	..	58	2	41645.00	304	1123.00
Palo Alto....	14	221	199	14	....	183	125	7	15	376	300	6.	7.65	6.0	.74	....	..	..	5	6	5498.00	....	100.00
Plymouth....	9	407	327	17	....	270	441	12	11	857	528	5.	9.06	8.50	.73	.56	..	..	10	2	5612.25	1	60.00
Pocahontas...	14	364	227	17	....	307	159	9	12	842	996	7.	8.38	6.99	.63	....	..	..	10	..	12300.00	....	455.00
Polk.....	125	4935	4718	12	5	5923	3932	90	138	1390	2100	7	11.42	8.03	.32	....	..	..	108	4	261025.00	401	482.00
Pottawattamie	57	2664	2625	58	7	2952	1809	66	56	3160	3602	7.	12.27	9.33	.50	.50	30	1	42	1	152625.00	849	2005.50
Poweshiek....	117	2948	2623	101	16	4352	2641	78	127	5381	8026	7.	10.61	6.89	.32	.36	1	..	107	5	88285.00	222	1238.65
Ringgold....	72	1137	1095	68	1	1676	969	47	54	3420	3785	5.	8.05	6.71	.40	....	..	..	59	5	26832.00	2	1602.00
Sac.....	14	....	....	16	1	334	230	14	17	1240	1060	8.	10.11	7.32	.49	.50	..	..	16	..	12975.00	100	435.00

ABSTRACT "B."—CONTINUED.

Name of Dis- trict, Township or Independent District.	No. of Sub-Districts.	Number of persons be- tween the ages of five and twenty- one years.		No. of schools in each district.	No. of graded schools in each district.	No. of pupils enrolled in the schools of the district.	Total average attend- ance in each district.	N. of teachers.		Length of school in days.		Average No. of months schools have been taught.	Average compensa- tion of teachers per week.		Average cost of tuition per week for each pupil.		Number of school- houses and of what ma- terial con- structed.				Value of school-houses.	No. of volumes in dis- trict library.	Value of apparatus.	
		Males.	Females.					Summer.	Winter.	Males.	Females.		Winter.	Summer.	Brick.	Stone.	Frame.	Log.						
Scott.....	..	6776	6724	107	10	7922	4652	95	125	6544	8256	8.	\$12.09	\$9.16	.42	.38	11	8	86	..	\$215050.00	...	\$ 2914.00	
Shelby	28	559	414	28	...	679	600	16	26	1450	2188	6.	9.80	8.80	.41	...	9	..	18	..	17230 00	25	967.00	
Sioux	1	145	160	3	...	40	180	...	3	120	60	3	...	...	.40	.40	...	...	...	...	...	...	...
Story	87	2186	2112	77	3	3349	2026	62	87	4588	4970	7.	9.62	7.76	.37	.45	4	...	77	1	58550.00	27	2109.00	
Tama.....	135	2944	2855	123	3	4178	2130	84	117	7424	7695	7.	9.50	6.68	.28	.41	3	3	115	4	86925.00	13	1671.00	
Taylor	57	1435	1343	47	2	1848	1513	44	51	2855	3315	6.	8.78	6.74	.28	.33	1	1	45	1	38245.00	1	280.00	
Union.....	57	1164	982	53	1	1540	890	39	48	2875	3304	6.	8.57	7.07	.43	.48	...	...	54	..	24955.00	108	804.80
Van Buren..	90	3472	3248	108	1	5119	3136	83	118	5775	6975	6.	10.07	5.79	.26	.30	17	4	71	5	87585.00	9	372.00	
Wapello	86	4341	4097	16	7	6194	5061	82	101	1145	1804	6.	11.72	7.31	.25	...	11	1	66	13	129404 00	103	1305.00	
Warren	117	3466	3236	115	2	5186	2979	75	134	5843	7007	6.	9.65	7.70	.25	...	3	..	98	2	77185.00	1	1375.50	
Washington .	126	4041	3752	133	8	6817	4037	82	157	1359	1527	7.	9.61	6.37	.21	.25	7	..	117	2	97390.00	23	670.50	
Wayne.....	84	...	...	82	...	3463	1665	71	70	4557	5310	6	8.25	6.79	.31	...	...	...	71	5	29585.00	2	492.00
Webster	57	851	1755	48	..	2682	1263	44	63	3300	3450	...	...	...	.42	.26	5	..	48	2	80806.00	151	804.00
Winnebago...	5	329	260	15	...	323	315	10	11	743	630	7.	7.20	5.00	.12	...	3	..	9	2	15850.00	55	160.00	
Winnebick ..	113	4605	4295	119	3	5842	2990	59	147	6959	8287	7.	10.59	6.45	.32	...	19	13	81	10	91842 00	89	648.00	
Woodbury ...	29	1085	1053	15	8	259	234	14	26	1408	74	6	10.76	8.59	.39	...	4	..	15	..	48188 50	...	184 00	
Worth	26	32	...	622	600	12	35	1460	147	5.	7.75	5.36	.61	1	..	24	2	15339.00	354	404.00
Wright	37	446	418	37	...	657	519	22	38	1919	2475	...	8 13	7.20	.50	.52	2	..	31	..	20700.00	382	980.20	

ABSTRACT "B"—CONTINUED.

[illegible]

ABSTRACT "B" CONTINUED.

COUNTIES	TEACHERS' FUND, DE.					TEACHERS' FUND, CH.					SCHOOL-HOUSE FUND, CR.					SCHOOL-HOUSE FUND, CR.				
	Balance on hand at last report.	Uncollected tax at last report.	Assessed tax for the year.	Income of Per. in the year.	Amount paid for the year.	Amount of uncollected tax at date.	Balance on hand.	Balance on hand at last report.	Uncollected tax at last report.	Assessed tax for the year.	Assessed tax for district library and apparatus.	Uncollected tax at date last report.	Assessed tax for school fund.	Assessed tax for district library and apparatus.	Uncollected tax at date last report.	Assessed tax for school fund.	Assessed tax for district library and apparatus.	Uncollected tax at date last report.	Assessed tax for school fund.	Assessed tax for district library and apparatus.
Kennett	1967.61	31.40	22617.31	6499.14	24413.40	2840.31	2840.31	1967.61	31.40	22617.31	6499.14	24413.40	2840.31	2840.31	1967.61	31.40	22617.31	6499.14	24413.40	2840.31
Fayette	1366.64	2994.57	12632.17	3664.34	14531.41	14531.41	14531.41	1366.64	2994.57	12632.17	3664.34	14531.41	14531.41	1366.64	2994.57	12632.17	3664.34	14531.41	14531.41	1366.64
Franklin	1124.19	570.78	6419.41	977.08	6592.40	6592.40	6592.40	1124.19	570.78	6419.41	977.08	6592.40	6592.40	1124.19	570.78	6419.41	977.08	6592.40	6592.40	1124.19
Fremont	1700.91	10701.58	11243.11	3018.91	10285.10	11114.74	2713.45	1700.91	10701.58	11243.11	3018.91	10285.10	11114.74	2713.45	1700.91	10701.58	11243.11	3018.91	10285.10	11114.74
Greene	4055.82	252.00	4911.54	1441.04	1495.29	1340.31	1773.44	4055.82	252.00	4911.54	1441.04	1495.29	1340.31	1773.44	4055.82	252.00	4911.54	1441.04	1495.29	1340.31
Grundy	1853.40	1415.40	12041.92	1073.40	6744.74	1752.43	1967.44	1853.40	1415.40	12041.92	1073.40	6744.74	1752.43	1967.44	1853.40	1415.40	12041.92	1073.40	6744.74	1752.43
Guthrie	528.02	251.54	1504.54	677.72	4121.50	274.44	283.41	528.02	251.54	1504.54	677.72	4121.50	274.44	283.41	528.02	251.54	1504.54	677.72	4121.50	274.44
Haskell	4704.01	2940.81	7477.58	4302.41	18158.27	1507.21	7891.04	4704.01	2940.81	7477.58	4302.41	18158.27	1507.21	7891.04	4704.01	2940.81	7477.58	4302.41	18158.27	1507.21
Hardin	2946.00	265.45	4850.10	2074.79	14118.72	1048.94	3923.04	2946.00	265.45	4850.10	2074.79	14118.72	1048.94	3923.04	2946.00	265.45	4850.10	2074.79	14118.72	1048.94
Harrison	2746.34	2644.77	21183.00	8814.64	80815.00	1048.94	3923.04	2746.34	2644.77	21183.00	8814.64	80815.00	1048.94	3923.04	2746.34	2644.77	21183.00	8814.64	80815.00	1048.94
Henry	1702.07	954.84	13704.04	2114.30	14867.40	1125.95	871.27	1702.07	954.84	13704.04	2114.30	14867.40	1125.95	871.27	1702.07	954.84	13704.04	2114.30	14867.40	1125.95
Howard	242.04	849.00	1064.40	1074.00	1064.40	100.15	200.15	242.04	849.00	1064.40	1074.00	1064.40	100.15	200.15	242.04	849.00	1064.40	1074.00	1064.40	100.15
Humboldt	4177.16	2279.43	21850.29	5728.00	2653.44	2653.44	5124.31	4177.16	2279.43	21850.29	5728.00	2653.44	2653.44	5124.31	4177.16	2279.43	21850.29	5728.00	2653.44	2653.44
Ida	5728.72	261.62	27544.07	10084.00	2101.04	2101.04	9442.67	5728.72	261.62	27544.07	10084.00	2101.04	2101.04	9442.67	5728.72	261.62	27544.07	10084.00	2101.04	2101.04
Iowa	2729.43	2027.17	27107.01	8040.00	7700.37	2670.37	6034.99	2729.43	2027.17	27107.01	8040.00	7700.37	6034.99	2729.43	2027.17	27107.01	8040.00	7700.37	6034.99	6034.99
Jackson	2701.83	618.59	3081.00	8085.00	1010.81	4302.15	1112.70	2701.83	618.59	3081.00	8085.00	1010.81	4302.15	1112.70	2701.83	618.59	3081.00	8085.00	1010.81	1010.81
Jederson	7141.00	2519.62	2007.44	7917.00	140.00	15380.20	770.16	7141.00	2519.62	2007.44	7917.00	140.00	15380.20	770.16	7141.00	2519.62	2007.44	7917.00	140.00	140.00
Johnson	3908.09	587.98	21412.70	9119.00	2831.87	4867.74	1114.30	3908.09	587.98	21412.70	9119.00	4867.74	1114.30	3908.09	587.98	21412.70	9119.00	4867.74	1114.30	1114.30
Jones	1008.87	254.52	1800.81	8717.00	2700.13	3700.13	2657.00	1008.87	254.52	1800.81	8717.00	2700.13	3700.13	2657.00	1008.87	254.52	1800.81	8717.00	2700.13	2700.13
Keokuk	1066.77	1546.73	4940.47	1230.00	1007.04	4940.47	874.78	1066.77	1546.73	4940.47	1230.00	1007.04	4940.47	874.78	1066.77	1546.73	4940.47	1230.00	1007.04	1007.04
Kossuth	10122.82	844.67	19418.50	19744.03	43019.73	1007.04	4940.47	10122.82	844.67	19418.50	19744.03	43019.73	1007.04	4940.47	10122.82	844.67	19418.50	19744.03	43019.73	43019.73
Lee	7905.87	8009.25	31448.41	12181.84	12813.87	4310.08	10726.00	7905.87	8009.25	31448.41	12181.84	12813.87	4310.08	10726.00	7905.87	8009.25	31448.41	12181.84	12813.87	12813.87
Linn	4723.71	1227.00	14440.44	8001.25	14763.40	2731.91	4001.05	4723.71	1227.00	14440.44	8001.25	14763.40	2731.91	4001.05	4723.71	1227.00	14440.44	8001.25	14763.40	14763.40
Louis	1413.27	519.31	17008.77	4760.77	15677.07	1010.80	2044.03	1413.27	519.31	17008.77	4760.77	15677.07	1010.80	2044.03	1413.27	519.31	17008.77	4760.77	15677.07	15677.07
Lucas	4014.00	4000.00	4000.00	4011.79	9140.00	1514.00	1514.00	4014.00	4000.00	4000.00	4011.79	9140.00	1514.00	1514.00	4014.00	4000.00	4000.00	4011.79	9140.00	9140.00
Madison	2917.74	1013.01	27004.05	10112.00	31000.54	2000.19	10431.6	2917.74	1013.01	27004.05	10112.00	31000.54	2000.19	10431.6	2917.74	1013.01	27004.05	10112.00	31000.54	31000.54
Marion	2116.30	120.20	10002.50	6477.30	28520.00	1373.11	1700.27	2116.30	120.20	10002.50	6477.30	28520.00	1373.11	1700.27	2116.30	120.20	10002.50	6477.30	28520.00	28520.00

3201.01	60.22	8192.60	2817.55	2022.74	51615.75	1.50	10000.00	414.16	25773.83	702.40	3620.57	...
2448.68	670.77	8624.15	1317.58	1972.92	10049.63	...	...	65.48	3899.91	305.00	409.08	...
2045.04	4846.77	3351.67	8846.70	45.83	884.14	...	...	...	8500.81	180.00	3215.74	4549.56
595.60	1557.90	607.33	352.23	...	6423.06	...	...	111.91	3816.97	132.30	68.55	...
2724.90	419.85	4921.91	1795.82	...	5423.10	...	...	...	4828.91	...	...	2201.07
1094.68	441.01	1659.89	936.98	55.01	3955.10	...	...	...	3522.93	15.00	415.19	1994.71
3808.79	221.92	12657.13	1289.37	431.25	4112.97	129.50	...	526.64	10807.42	...	85.00	1987.38
...
1802.10	1299.70	1956.99	1730.96	1355.20	4154.79	63.00	...	1691.02	14572.91	33.00	781.77	3596.61
530.61	8201.83	389.81	1153.09	1029.74	3086.03	18.35	...	...	804.00	...	3498.91	1917.81
625.17	17.08	1781.11	84.04	85.08	2115.02	...	...	...	2658.53	...	777.47	...
2807.00	911.17	1080.57	1761.81	1459.00	2201.84	...	...	...	1675.00	258.00	16.82	800.07
4041.74	3568.48	8490.77	1578.48	2844.06	77060.71	...	...	...	46810.02	...	8907.67	...
5704.5	8316.63	4978.47	2099.40	9568.75	71037.57	245.29	...	600.95	62787.82	288.51	6171.89	67.870
3490.90	2448.81	8738.23	1212.26	18.012	17638.76	...	...	688.41	19285.82	80.05	2273.63	4641.91
1807.69	1601.08	1606.60	3054.02	367.64	6700.28	...	...	300.83	5139.45	...	1588.12	9414.94
511.60	287.23	2234.52	45.70	80.40	6219.28	...	...	120.00	2516.00	...	253.88	1592.21
28040.16	2318.02	30387.77	7367.13	2080.24	28396.17	...	...	512.61	35045.06	2181.91	1578.00	15596.43
4431.77	832.07	4273.15	817.51	362.70	3553.04	...	...	...	3222.87	42.00	673.97	961.16
...
600.89	9609.35	3071.14	199.90	1416.09	10288.48	...	...	...	11175.84	72.00	1916.27	1743.00
4064.68	6806.73	5547.37	6048.11	271.46	19011.25	...	...	...	14925.96	150.00	4997.00	4015.1
678.81	247.26	8498.13	1775.49	1141.32	2068.78	...	...	100.57	7200.65	160.00	534.04	1401.08
1286.96	485.73	780.52	1206.4	600.86	3078.99	...	...	...	3400.65	60.77	1181.08	969.91
1941.45	997.51	4620.22	930.42	59.51	1447.10	...	...	...	18943.89	...	188.0	1363.44
2144.98	4515.24	1875.56	1898.45	726.23	5503.51	...	...	77.65	6192.85	32.00	234.20	1623.15
1771.18	4062.10	4985.99	3505.04	1676.65	18580.27	11.05	...	...	12442.59	312.51	2572.05	1941.17
2403.81	...	824.83	1895.73	...	11093.31	...	...	178.20	8883.81	152.00	71.90	1642.30
8053.04	492.65	4038.29	1555.69	1690.18	5991.39	...	...	...	4611.73	...	773.59	8147.67
...	...	1917.84	...	...	3478.42	...	...	2946.28	10258.48	164.94	239.71	64.16
759.96	1899.83	781.20	571.16	650.00	3911.37	...	...	345.09	2067.28	...	760.00	1928.12
1222.87	517.15	3725.93	4171.48	20.94	13548.44	...	...	276.52	15841.40	198.87	80.20	6902.20
1487.79	...	0506.14	1000.83	...	...	...	...	...	4743.50	84.00	...	...
467.83	...	541.03	650.52	755.78	1388.06	41.20	...	...	2712.45	223.02	...	...
111.41	1570.08	1003.03	901.62	...	8123.88	...	...	319.33	2166.83	707.16	473.0	870.89

ABSTRACT "B."—CONTINUED

COUNTIES.	CONTINGENT FUND. DEBIT.				CONTINGENT FUND. CREDIT.							
	Balance on hand at last report.	Uncollected tax for Contingent Fund at date of last report.	Assessed tax for Contingent Fund	Amount paid for rent of school-houses.	Amount paid for repairing and furnishing school-houses.	Amount paid for fuel.	Amount paid to Secretary and Treasurer.	Amount paid for other contingent expenses.	Amount of uncollected tax at date.	Balance on hand.		
Adair	\$ 333.25	\$ 335.56	\$ 1371.00	\$ 35.00	\$ 475.99	\$ 743.17	\$ 563.00	\$ 240.10	\$ 163.02	\$ 508.93		
Adams	301.91	1630.20	3546.53	129.85	1430.00	680.45	238.50	311.40	1704.11	524.26		
Allamakee	1842.81	5862.41	.....	58.00	1924.24	1463.42	563.55	1637.95	.....	2058.06		
Appanoose	891.00	1889.34	6875.10	21.50	747.39	2043.58	492.35	481.77	3535.40	2382.85		
Audubon	7.11	629.87	347.82	.....	765.13	91.00	159.80	499.96	54.99	372.44		
Benton	1306.36	1311.71	4724.76	159.00	1579.89	6128.72	1058.81	1603.78	286.80	2072.91		
Black Hawk	4806.85	13078.67	14130.33	260.00	1830.95	5216.88	1634.58	4817.74	.....	4806.72		
Moone	1030.67	125.39	6056.53	80.00	1021.49	1971.34	605.65	1225.72	483.88	907.20		
Bremer .....	.....	.....	4969.84	158.09	1932.45	1844.12	468.42	1265.51	200.89	358.18		
Buchanan	848.22	1528.49	5393.07	368.51	1368.44	2578.54	598.00	3291.17	1095.17	987.98		
Buena Vista	65.03	333.41	1561.34	79.07	108.10	111.35	.....	.....	.....	.....
Butler	597.88	.....	1490.97	90.50	512.91	1331.56	387.33	574.05	.....	824.79		
Calhoun	1044.72	670.89	2389.07	118.50	1300.83	857.73	479.86	422.55	1338.87	1002.00		
Carroll .....	.....	.....	.....	40.00	461.29	359.60	431.00	110.00	2624.50	.....	
Cass	344.60	288.07	2555.08	159.00	1607.64	859.60	343.85	100.13	1300.29	266.07		
Cedar	8672.61	1032.21	13276.43	16.00	4949.03	5636.15	1122.00	1663.91	1180.67	8413.49		
Cerro Gordo	479.15	415.24	5414.55	6.00	1374.85	1422.95	347.50	805.05	182.28	2170.31		
Cherokee	297.01	268.97	841.90	80.00	137.37	344.00	361.15	363.86	81.74	88.99		
Chickasaw	945.28	163.55	1698.18	270.00	407.45	1831.10	610.90	1391.18	21.31	350.80		
Clarke	561.03	4.18	617.21	114.75	514.52	1379.75	439.73	1182.53	392.05	858.25		
Clay	62.45	530.11	722.22	80.00	.....	145.88	60.25	123.80	514.97	285.89		
Clayton	6025.83	1358.09	7643.84	38.00	4316.55	3432.75	1033.15	2284.38	477.59	4277.86		
Clinton	2687.45	8125.88	17780.62	26.00	4418.71	6274.17	1796.87	5546.32	1791.48	3687.85		
Crack, r. ....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Crawford.....	122.32	231.65	4367.46	85.00	555.23	952.62	422.00	1199.97	700.61	796.00
Dallas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Davis.....	97.00	127.44	549.96	138.00	499.97	668.97	371.10	278.08	134.00	226.26
Decatur.....	1098.50	.....	3338.26	26.00	1014.46	1193.75	501.16	158.86	.....	747.65
Delaware.....	2027.75	743.14	4278.31	186.72	1738.57	2461.70	600.10	857.35	415.69	1288.82
Des Moines.....	2195.94	19.44	2934.85	1892.60	2587.17	2402.56	1284.25	3163.60	205.07	12025.96
Dickinson.....	18.50	10.75	681.99	59.75	143.83	95.00	31.00	65.10	267.65	108.37
Dubuque.....	2159.86	147.74	2931.19	105.00	1817.38	5309.57	2174.15	6246.34	809.55	3038.39
Emmet.....	11.34	13.00	388.22	16.00	.....	67.00	28.00	15.62	7.13	11.34
Fayette.....	462.97	1.00	5650.67	91.00	445.49	2978.97	936.14	957.31	449.87	254.80
Floyd.....	564.26	776.47	6384.77	82.00	2349.72	2335.89	525.02	1582.51	641.77	1372.44
Franklin.....	92.80	731.10	4591.92	90.00	1481.37	1258.98	452.26	1197.02	392.68	758.72
Fremont.....	218.65	.....	4590.85	134.00	1430.93	1450.74	482.90	379.30	802.55	1527.96
Greene.....	565.45	2503.69	3743.45	286.14	876.06	794.69	344.36	400.92	3597.90	403.59
Grundy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Guthrie.....	776.25	427.98	2926.81	34.40	1053.59	1209.92	445.00	758.34	750.66	1084.54
Hamilton.....	.....	.....	4995.21	.....	.....	.....	.....	.....	.....	.....
Hancock.....	251.70	266.59	1332.68	.....	1041.72	435.80	346.00	141.41	247.31	542.30
Hardin.....	654.74	704.22	1675.21	666.38	3012.95	2644.35	670.85	471.13	57.35	688.99
Harrison.....	1278.34	452.79	1927.31	481.54	519.30	1632.69	638.20	1716.91	.....	1262.67
Henry.....	1210.03	413.63	7670.69	100.00	2164.39	2201.50	723.76	2729.03	363.11	1007.56
Howard.....	1599.37	.....	7318.12	86.00	1085.01	2294.51	476.00	895.80	.....	1152.47
Humboldt.....	.....	312.30	1452.60	29.00	885.06	661.40	243.00	868.43	.....	.....
Ida.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Iowa.....	4647.09	1414.71	12192.88	108.40	4329.95	3179.58	749.44	3287.49	2189.45	4338.17
Jackson.....	1255.90	.....	6806.38	31.50	2268.16	2958.26	925.19	689.63	327.87	1560.17
Jasper.....	2210.09	2228.92	11058.53	139.20	1826.86	3553.30	1169.41	2947.48	3251.41	2607.88
Jefferson.....	513.70	159.01	912.72	.....	614.82	1179.19	344.00	1083.63	138.87	1005.40
Johnson.....	1941.18	96.62	3099.36	20.00	1804.71	3544.86	1016.00	637.62	207.32	2162.17
Jones.....	1600.14	1153.94	8146.29	35.00	3280.24	3280.38	721.00	1880.25	169.30	1534.20
Keokuk.....	467.11	459.81	5167.17	.....	639.79	2039.19	472.11	1370.97	984.32	300.23
Kossuth.....	560.78	964.37	3226.31	115.00	679.25	910.75	308.92	211.93	8177.59	2.73
Lee.....	2216.78	1051.70	14395.26	63.50	4937.31	3314.71	1011.87	5549.89	738.67	1939.18
Linn.....	3712.26	1822.69	14667.64	111.94	4695.98	5342.88	1706.36	4924.78	2313.65	4019.91
Louisa.....	1631.00	2182.09	2294.71	9.00	1402.66	1469.65	506.84	748.23	876.18	1122.40
Lucas.....	1272.63	61.88	3859.04	50.00	899.24	1445.68	451.91	837.08	460.45	1049.19
Lyon.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison.....	3574.35	733.00	1559.52	48.00	1808.44	2116.19	607.21	1032.42	.....	1271.38

ABSTRACT "B."—CONTINUED.

COUNTIES.	CONTINGENT FUND, DEBIT.					CONTINGENT FUND, CREDIT.							
	Balance on hand at last report.	Uncollected tax for Contingent Fund at date of last report.	Assessed tax for Contingent Fund	Amount paid for rent of school-houses.	Amount paid for repairing and furnishing school-houses.	Amount paid for fuel.	Amount paid to Secretary and Treasurer.	Amount paid for other contingent expenses.	Amount of uncollected tax to date.	Balance on hand.			
Mabaska	\$ 7944.45	\$ 753.10	\$ 7190.01	\$ 278.00	\$ 5912.45	\$ 2638.83	\$ 967.01	\$ 3544.24	\$ 821.67	\$ 1725.36			
Marion	839.00	30.80	2264.68	59.49	2698.16	919.20	558.80	326.20	526.25	294.07			
Marshall	642.82	1829.80	17661.74	153.11	5368.04	4642.59	713.43	2263.97	4115.76	5269.28			
Mills	622.87	1048.23	886.49	10.00	541.80	1133.75	284.80	1525.51	253.06	1258.33			
Mitchell	614.45	1070.89	7850.54	34.45	707.67	1914.05	630.10	1233.84	2101.23	1337.14			
Monona	96.81	131.22	472.00	.....	903.63	822.87	212.00	199.41	268.55	321.36			
Monroe	411.68	.....	2476.85	6.00	690.05	781.39	323.07	203.81	.....	885.11			
Montgomery	81.49	382.33	290.18	213.36	287.99	402.47	203.85	120.56	192.88	123.26			
Muscatine	391.65	408.25	2339.18	380.00	1834.01	3440.86	915.04	4604.00	127.15	1096.65			
O'Brien .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Page	683.58	284.26	3596.61	87.00	1377.58	1149.87	654.62	1097.89	539.97	1206.56			
Palo Alto .....	.....	579.67	1178.39	.....	72.75	87.99	127.00	61.81	1350.87	58.70			
Plymouth .....	.....	85.08	1637.32	82.00	290.12	123.71	145.99	267.64	125.75	805.88			
Pocahontas	549.80	790.00	1420.00	60.00	220.00	317.75	90.00	247.00	943.00	630.80			
Polk	739.86	9293.19	.....	265.00	3525.54	3203.34	921.62	7533.87	.....	776.86			
Pottawattamie	1815.75	1780.32	9690.12	223.37	659.49	2187.10	1003.17	8590.76	978.66	1445.72			
Poweshiek	854.18	354.12	10026.95	100.21	2019.76	2575.64	867.81	2204.72	1446.22	2413.87			
Ringgold	609.14	.....	1450.17	.....	360.45	705.09	433.06	368.17	62.02	39.72			
Sac .....	.....	.....	2362.21	.....	900.00	782.95	180.00	200.00	204.00	177.23			
Scott	2465.89	9494.88	15527.43	507.70	5918.57	4846.39	1869.35	5435.46	814.21	7649.18			
Shelby	1504.63	259.80	2071.62	.....	1268.09	1327.35	318.53	116.30	442.74	473.81			
Sioux .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Story	406.80	985.92	8106.19	25.00	2616.69	1875.35	784.11	1843.39	1964.30	1954.84			
Tama	3329.87	169.41	10658.42	242.00	1795.53	4291.40	941.97	1136.75	2581.10	3140.00			

Taylor	517 80	183.85	1159.78	-40.00	138.45	836 95	250.60	188.09	94.48	1268.39
Union.....	495 42	945 25	2929.24	.....	653.38	955.32	399.56	967.44	808 68	337.43
Van Buren	770 70	399.60	4551.21	219.50	1993.89	1656.73	518.20	371.94	76.49	874.83
Wapello.....	894 54	1355.13	2402.93	.....	1018.48	613.60	353.74	1237.78	964.02	480.61
Warren.....	1481.46	186.66	8057.64	86.60	1738.42	2436.12	622.44	1337.12	2107 62	1407.95
Washington.....	1699.05	.....	8898.53	233.50	1284.15	4909.21	977.59	3106.26	.....	3647.74
Wayne.....	673.23	1089.81	1978.66	72.50	873.46	981.11	463.15	541.19	153 55	2543.24
Webster .....	.....	74.50	1118.07	234 50	1198.50	1122.63	465 00	75.95	.....	85.21
Winnebago.....	284.01	100.00	2227.00	70 00	584 45	281.00	335.00	556 10	470 00	348.61
Winneshek	359.27	27.80	10065.76	111.39	1331.57	2325 04	510.95	1905.80	2.00	1528.41
Woodbury.....	430.15	.....	266 00	.....	402.54	126.71	387.00	147.80	.....	845.95
Worth	545.58	175.10	919 49	48.00	129.38	420 25	332 27	546.26	19.65	606.09
Wright	241.76	105.45	4202.63	365.04	1308.43	838.09	453 00	534.36	737.01	258.20

ABSTRACT "B"—CONTINUED.

EXAMINATION OF TEACHERS.

COUNTIES.	Number of ap- plicants ex- amined.		Number receiv- ing premium certificates.		Number receiv- ing certificates of Second Grade for one year.		Number receiv- ing certificates of Second Grade for less than one year.		Total number of certificates granted.		Number of ap- plicants re- jected.		Number of cer- tificates re- voked.		Average age of applicants.		Number who have had no experience.		Number who have taught less than one year		Males. Males.		Females. Females.		Number who have attended a Nor- mal sc. sch.		Number who have read professional books.		Number who have attended institutes.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
Adair	39	38	22	12	15	24	15	24	37	36	2	2	2	2	23	20	3	7	6	4	4	2	2	2	2	2	2	2	2	28	
Adams	42	35	13	7	9	13	9	13	40	30	5	2	2	2	24	21	4	11	7	6	..	3	25	22	35	42	30	35	42	30	
Allamakee	23	88	1	7	15	3	15	3	22	87	1	1	1	1	22	20	8	18	12	..	..	..	..	..	..	19	76	19	76	19
Appanoose	86	97	34	30	27	46	27	46	79	92	7	5	5	1	27	23	24	30	44	4	4	3	7	..	..	40	58	40	58	40
Audubon	5	13	1	4	3	3	3	3	5	15	..	..	..	..	25	21	1	2	3	5	1	1	..	..	..	5	13	5	13	5
Benton	73	196	22	43	41	100	41	100	63	149	10	47	3	3	23	19	16	37	17	53	15	12	46	75	37	83	37	83	37	83	
Black Hawk	98	197	26	49	13	40	13	40	80	162	7	41	2	1	22	19	18	25	5	7	..	..	..	..	..	47	34	47	34	47
Boone	91	97	22	29	24	32	24	32	80	77	9	22	1	1	21	17	4	20	3	9	1	2	12	55	14	75	14	75	14	75	
Bremer	16	82	4	35	7	29	7	29	13	62	3	20	..	..	24	21	12	71	12	50	2	3	20	30	22	140	22	140	22	140
Buchanan	69	238	1	49	41	164	41	164	64	214	5	24	..	..	23	22	..	..	..	..	..	..	..	..	..	1	1	1	1	1
Buena Vista	1	2	1	2	..	..	..	..	1	2	..	..	..	..	22	19	7	15	8	18	..	..	..	..	..	20	35	20	35	20
Butler	31	78	14	13	10	35	10	35	81	71	7	7	7	7	31	21	2	10	2	10	..	..	1	..	19	24	19	24	19	24
Calboun	20	29	4	2	8	14	8	14	22	20	..	7	..	..	27	20	..	5	2	6	2	2	2	5	1	9	1	9	1	9
Carroll	16	4	1	2	4	11	4	11	4	11	..	5	..	..	24	20	8	5	2	6	1	2	10	19	12	23	12	23	12	23
Cass	27	53	1	8	8	38	8	38	19	47	4	10	21	20	4	35	40	2	2	2	9	45	9	45	9	45
Cedar	20	133	11	40	4	46	4	46	16	113	4	20	..	..	22	20	6	13	7	29	1	1	11	15	..	..	..	..	..	..
Cerro Gordo	21	78	1	18	11	47	11	47	20	72	1	6	..	..	22	20	6	13	7	29	1	1	11	15	9	45	9	45	9	45
Cherokee	7	13	..	3	..	4	..	4	7	13	22	19	87	70	87	70	87	70
Chickasaw	44	97	19	23	23	69	23	69	44	91	6	6	23	19
Clarke	69	107	28	33	30	49	30	49	62	80	11	23	10	31	2	1	1	3
Clay	2	9	1	1	1	6	1	6	2	8	1	1	1	1	19	31	2	1	1	3

County	100	181	24	26	43	65	25	71	92	162	8
Clayton	100	181	24	26	43	65	25	71	92	162	8
Clinton	49	200	17	56	22	111	17	0	167	89	83
Crocker	3	17	1	1	2	8	...	14	3	17	...
Crawford	...	...	...	...	...	...	...	...	...	...	...
Dallas	84	112	22	44	4	7	12	84	84	112	...
Davis	58	144	4	20	15	24	13	79	54	139	4
Decatur	17	141	6	17	5	4	5	110	14	131	1
Delaware	86	75	40	10	19	26	17	32	61	63	7
Des Moines	8	10	1	2	2	3	2	0	5	10	3
Dickinson	85	95	2	15	29	12	22	4	85	95	4
Dubuque	1	11	4	4	1	3	...	2	1	10	...
Emmett	70	160	1	20	30	85	2	88	63	145	7
Fayette	17	72	10	27	...	...	4	48	13	60	3
Floyd	10	84	3	8	4	11	...	8	...	29	...
Franklin	44	38	...	38	...	...	4	15	43	36	2
Fremont	25	40	6	13	...	6	14	15	22	38	3
Greene	30	63	10	11	...	...	19	5	...	...	1
Grundy	70	76	...	80	80	32	10	7	65	69	2
Guthrie	36	58	...	20	11	30	...	...	86	53	4
Hamilton	12	25	...	8	2	2	...	2	11	23	1
Hancock	42	126	...	9	...	...	25	93	84	102	11
Hardin	69	91	...	22	...	...	25	41	65	84	4
Harrison	90	183	8	10	...	...	50	101	99	183	...
Henry	21	61	...	9	7	17	3	21	19	48	2
Howard	80	35	...	12	2	6	11	18	27	31	3
Humboldt	2	5	...	1	1	...	...	...	2	5	...
Ida	100	88	...	40	...	3	67	64	98	80	2
Iowa	67	174	...	34	27	85	3	77	64	162	3
Jackson	140	212	...	25	26	15	69	139	121	170	19
Jasper	74	136	...	35	...	...	34	87	69	117	5
Jefferson	94	178	...	52	8	2	34	80	92	179	2
Johnson	8	170	...	1	3	30	5	49	8	110	...
Jones	66	114	...	...	18	26	35	63	53	88	11
Keokuk	30	42	...	5	4	13	9	19	20	33	...
Kossuth	53	140	...	130	5	18	18	78	53	134	...
L'oe	109	222	...	48	...	...	55	186	103	194	6
Linn	44	58	...	25	5	23	7	14	43	56	1
Louisa	...	...	...	...	...	...	...	...	...	...	...

County	9	13	61	85
Clinton	6	22	28	182
Crocker	...	...	...	...
Crawford	2	1	2	9
Dallas	...	...	...	...
Davis	...	...	...	...
Decatur	...	...	...	...
Delaware	...	...	...	...
Des Moines	3	...	20	40
Dickinson	1	...	4	5
Dubuque	...	...	...	...
Emmett	...	...	60	140
Fayette	...	...	...	...
Floyd	...	...	...	...
Franklin	...	...	27	16
Fremont	11	14	26	36
Greene	...	...	...	...
Grundy	...	...	37	29
Guthrie	...	...	...	...
Hamilton	...	...	11	23
Hancock	268	9	30	80
Hardin	2	20	15	27
Harrison	150	60	120	115
Henry	...	...	...	...
Howard	...	...	20	25
Humboldt	...	...	...	8
Ida	...	...	...	...
Iowa	...	...	7	65
Jackson	2	73	73	40
Jasper	...	...	...	...
Jefferson	56	85	70	125
Johnson	222	21	32	91
Jones	...	...	5	65
Keokuk	...	...	45	75
Kossuth	8	7	17	29
L'oe	110	89	107	123
Linn	86	89	29	106
Louisa	...	...	40	64

ABSTRACT "B"—CONTINUED.

COUNTIES.	EXAMINATION OF TEACHERS.																											
	Number of ap- plicants ex- amined.	Number receiv- ing premium certificates.	Number receiv- ing certificates of first grade.	Number receiv- ing certificates of second grade for one year.	Number receiv- ing certificates of second grade for less than one year.	Total number of certificates issued.	Number of ap- plicants re- jected.	Number of cer- tificates re- voked.	Average age of applicants.	Number who have had no experience.	Number who have taught less than one year.	Number who have at- tended a Normal School.	Number who have read pro- fessional books.	Males.	Females.	Number who have at- tended Institutes.												
Lucas.....	66	72	21	17	24	10	14	25	59	58	4	10	..	..	8	15	14	2	..	..	..	2	..	..	..	..	..	..
Lyon.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Madison.....	77	93	22	20	20	25	22	32	69	83	8	9	..	..	10	15	20	12	..	..	..	20	40	30	50	75	..	..
Mahaska.....	125	183	36	45	44	62	20	53	106	155	17	28	25	23	18	20	22	60	80	108	114	106	155	108	114	106	155	..
Marion.....	127	124	33	22	..	..	..	..	102	98	23	28	..	..	..	..	..	..	..	..	..	..	..	..	..	60	45	..
Marshall.....	11	122	3	7	5	17	5	17	10	97	1	25	27	19	3	21	4	41	..	..	..	..	..	..	..	10	74	..
Mills.....	35	55	8	17	15	25	8	11	34	53	1	2	26	20	2	12	8	11	1	..	..	..	..	2	..	9	4	..
Mitchell.....	6	55	2	9	..	15	3	23	5	49	1	6	22	19	1	22	2	9	..	..	..	..	..	..	..	5	38	..
Monona.....	9	38	4	6	..	..	3	25	6	31	3	7	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..
Monroe.....	28	56	8	1	..	..	17	47	20	48	3	8	30	21	8	19	5	10	..	..	..	..	..	..	15	42	..	
Montgomery.....	14	25	2	4	..	4	2	13	5	24	8	3	24	22	2	10	3	12	2	..	..	4	2	3	4	16	..	
Muscatine.....	35	148	15	29	9	87	5	71	30	140	5	8	24	21	10	37	15	50	3	8	15	50	5	8	23	100	..	
O'Brien.....	..	2	..	2	..	..	..	..	..	2	..	..	..	20	..	..	1	1	..	..	..	..	..	..	..	28	28	..
Page.....	91	94	17	8	..	..	24	11	85	86	6	18	25	21	16	11	10	10	..	..	..	..	..	..	..	28	..	
Palo Alto.....	8	16	3	3	1	1	4	11	8	15	..	1	..	26	21	2	4	4	6	4	6	6	..	..	..	..	..	..
Plymouth.....	5	9	2	2	..	..	3	7	5	10	..	..	..	24	27	2	4	2	2	..	..	..	..	2	2	1	1	..
Pocahontas.....	7	13	3	1	..	..	4	11	1	12	..	1	..	24	20	2	4	4	6	4	6	2	2	7	5	8	5	..
Polk.....	101	157	68	94	..	2	24	42	95	138	..	..	..	25	20	19	80	82	39	21	69	134	175	21	134	175	21	..
Pottawattamie.....	56	83	10	14	2	1	41	62	53	77	3	6	22	19	9	11	17	16	5	5	9	28	37	15	37	15	85	..
Poweshock.....	110	128	18	8	29	58	1	8	102	118	8	10	23	22	18	27	7	22	3	3	4	4	82	85	94	106	106	..
Ringgold.....	50	53	12	3	12	18	19	20	46	50	4	8	28	21	7	15	4	7	4	..	..	4	25	12	45	47	47	..

ABSTRACT "B"—CONTINUED.

	Number of students attending.				No. of other private and denominational schools.				Number of pupils attending.				No. of teachers employed in colleges, academies, and private schools.			
Adair.....	42	100	2	2	4											
Adams.....	47	85	11	5	3	1										
Allamakee.....	102	180	4	1		2										
Appanoose.....	118	156	11	5	5	2										
Audubon.....					1											
Benton.....	172	200	26	11	6	1	83									3
Black Hawk.....	115	115		5		1										
Boone.....	64	115				1										
Bremer.....	91	165	2	4		1		1	13							2
Buchanan.....	100	195	12	15		3	1	100	1	100						
Buena Vista.....	2	2														
Butler.....	70	81	10			3										
Calhoun.....	24	35	4													
Carroll.....	4	4														
Cass.....	45	117	15	4	10											
Cedar.....	75	100	2		1	1										
Cerro Gordo.....	47	98	6	2												
Cherokee.....																
Chickasaw.....	50			1	1	5	1	1								2
Clarke.....	63	120	2													
Clay.....	8	9														
Clayton.....	120	140	8	13	13	1			6							10
Clinton.....	182	200	27	7	7		2	262	3	68						13
Crocker.....																
Crawford.....	14	20	2													
Dallas.....																
Davis.....	68	92	8		79		1	71								2
Decatur.....	25	101				2										
Delaware.....	3	171		10	4	1	1	100	2	50						7
Des Moines.....			100				1	40	7	480						16
Dickinson.....	7	7	1		5											
Dubuque.....	104	213				8	3									
Emmet.....	10	12														
Fayette.....	145	280	15	5	2	5	1	110								6
Floyd.....	85	85		3	3	1										
Franklin.....	15	20														
Fremont.....	42	52	4				1	200								10
Greene.....	38	44	4	1	1	2										
Grundy.....																
Guthrie.....	120	2	12													
Hamilton.....	52	52				1			1	25						2
Hancock.....	16	32	3		4											
Hardin.....	98	170	10	16	11	2	1	50		60						4
Harrison.....	11	60	5			5										
Henry.....	210	220	10	1		2	6	695	8	200						32
Howard.....	62	90				1										
Humboldt.....	28	60	8	5	6				1	55						2
Ida.....																
Iowa.....	60	60	11			4										
Jackson.....	130	170		8		1			1							

ABSTRACT "B"—CONTINUED.

COUNTIES.	No. of schools visited by Co. Superintendent.	No. of visits made during the year.	No. of visits made with directors.	No. of educational meetings held.	No. of public addresses during the year.	No. of cases of appeals.	No. of colleges and academies in county.	Number of students attending.	No. of other private and denominational schools.	Number of pupils attending.	No. of teachers employed in colleges, academies, and private schools.
Jasper.....	81	....	....	....	11	4	2	2	65	2	45
Jefferson.....	100	80	....	....	....	....	1	52	....	....	2
Johnson.....	....	....	....	....	....	2	2	....	7	....	....
Jones.....	124	176	81	....	....	4	....	....	4	148	5
Keokuk.....	119	168	50	6	....	....	....	....	....	....	....
Kossuth.....	17	17	....	....	....	1	....	....	....	....	....
Lee.....	120	138	25	3	....	4	....	....	....	....	....
Linn.....	50	....	....	....	....	6	4	500	....	....	18
Louisa.....	61	108	17	2	2	1	1	81	....	....	4
Lucas.....	68	124	....	2	4	1	....	....	....	....	....
Lyon.....	....	....	....	....	....	....	....	....	....	....	....
Madison.....	95	200	20	....	....	2	....	....	....	....	....
Mahaska.....	140	208	27	10	10	1	1	262	2	125	12
Marion.....	65	....	12	....	....	10	1	....	1	....	....
Marshall.....	118	201	15	1	1	1	2	75	1	25	5
Mills.....	40	75	3	....	4	4	2	....	1	....	10
Mitchell.....	59	71	1	4	....	1	1	150	....	....	8
Monona.....	27	45	6	2	....	....	....	....	1	....	1
Monroe.....	78	180	10	1	1	3	....	....	....	....	....
Montgomery.....	20	30	2	2	2	1	....	....	4	100	5
Muscatine.....	80	93	20	....	....	6	3	175	5	200	15
O'Brien.....	2	2	....	....	....	....	....	....	....	....	....
Page.....	50	120	2	....	....	2	1	21	....	....	1
Palo Alto.....	11	21	2	....	....	....	....	....	....	....	....
Plymouth.....	16	19	2	....	....	....	....	....	....	....	....
Pocahontas.....	17	17	2	....	....	....	....	....	....	....	....
Polk.....	....	....	....	....	....	4	1	70	....	....	4
Pottawattamie.....	....	172	22	....	....	1	....	....	....	....	....
Poweshiek.....	112	208	10	12	12	4	1	....	....	....	10
Ringgold.....	50	87	....	3	....	....	....	....	....	....	....
Sac.....	19	34	2	2	19	....	....	....	....	....	19
Scott.....	98	145	35	2	12	....	5	....	....	....	....
Shelby.....	50	85	20	2	2	....	....	....	....	....	....
Sioux.....	....	....	....	....	....	....	....	....	....	....	....
Story.....	77	50	....	1	1	1	1	250	....	....	10
Tama.....	118	207	23	....	20	4	....	....	....	....	....
Taylor.....	60	60	6	8	5	3	....	200	....	....	....
Union.....	36	53	50	....	....	....	....	....	....	....	....
Van Buren.....	117	11	9	4	....	2	2	170	....	....	6
Wapello.....	150	150	5	4	3	....	....	....	....	200	10
Warren.....	48	52	2	....	....	4	1	150	....	....	8
Washington.....	70	80	....	....	....	....	1	85	....	....	2
Wayne.....	90	120	9	....	....	2	....	....	1	30	1
Webster.....	34	1	1	1	1	3	1	1	2	....	4
Winnebago.....	14	85	....	3	6	1	....	....	....	....	....
Winneshiek.....	120	215	10	13	....	1	1	100	....	....	25
Woodbury.....	....	....	....	....	....	....	....	....	....	....	....
Worth.....	15	15	....	....	....	....	....	....	....	....	....
Wright.....	63	64	13	....	....	....	....	....	....	....	....

$$[\dot{O}]$$

AN ABSTRACT

Of the annual reports of the County Superintendents of Common Schools to the Superintendent of Public Instruction, for the year beginning October 5th, 1870, and ending October 4th, 1871.

Name of Dis- trict Township or Independent District.	No. of Sub-Districts.		Number of persons be- tween the ages of five and twenty- one years.		No. of schools in each district.		No. of graded schools in each district.		No. of pupils enrolled in the schools of the district.		Total average attend- ance in each district.		No. of teachers.		Length of school in days.		Average No. of months schools have been taught.		Average compen- sation of teachers per week.		Average cost of tuition per each pupil.		Number of school- houses and of what ma- terial con- structed.				Value of school-houses.	No. of volumes in dis- trict library	Value of apparatus.
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Summer.	Winter.	Males.	Females.	Winter.	Summer.	Brick.	Frame.	Log.												
Adair.....	56	884	785	52	...	1440	803	38	52	3520	3069	6.1	8.80	7.20	.40	...	...	...	...	52	2	\$	34185.00	2	\$	935.00
Adams.....	53	1091	1007	52	...	1671	932	43	45	2762	3133	6.	9.76	7.46	.37	.43	...	...	...	44	...	...	22535.00	...	...	258.00
*Allanakee..	112	3433	3343	123	3	4869	3229	59	125	5961	8131	6.	6.10	5.35	.18	.19	...	...	...	66	35	...	45435.00	...	...	982.00
Appanoose...	111	3498	3105	120	5	5547	3463	107	93	5850	7806	5.8	9.46	6.87	.20	...	...	...	3	9	...	84975.00	...	...	1032.25	
Andubon....	14	238	253	13	...	400	249	6	16	819	937	6.7	9.40	8.10	.84	.97	...	...	...	12	...	...	9050.00	...	...	242.00
Benton.....	181	4304	4073	172	5	7422	4640	98	189	1752	1879	7.6	9.54	7.10	.31	.35	...	...	...	176	...	...	126700.00	1810	...	3207.75
Black Hawk..	137	4026	3901	139	4	5630	3310	87	177	1630	1653	8.5	6.45	8.58	.37	.39	...	...	...	5	8	...	99455.00	20	...	1417.50
Boone.....	92	2798	2639	106	6	3992	2412	77	73	1137	1132	6.3	10.97	7.43	.35	...	...	...	4	77	8	79542.00	...	...	389.00	
Bremer.....	93	2393	2276	98	1	3660	2285	66	110	7105	7183	7.1	7.73	5.79	.26	.28	...	...	...	6	7	1	73604.00	19	...	1166.94
Buchanan...	123	3220	3122	121	5	5075	3346	64	166	8415	8662	7.2	9.44	6.18	.25	.29	...	...	...	6	2	2	106090.00	37	...	1870.00
Bucara Vista	33	403	363	32	...	521	325	15	31	1340	1560	5.6	8.75	8.57	.71	...	...	...	...	...	...	33262.35	...	...	196.70	
Butler.....	101	2002	1797	98	...	2978	1821	67	95	1173	1232	6.8	7.59	5.86	.33	.33	...	...	...	3	...	...	54106.00	...	...	1922.95
Calhoun....	33	454	885	34	...	658	305	23	31	2122	1910	6.	8.41	6.27	.62	.44	...	...	...	1	...	...	17998.51	7	...	912.00
Carroll.....	25	488	451	10	...	760	311	19	23	1610	1699	6.	7.69	6.65	...	.28	...	...	...	...	...	15450.00	283	...	730.00	
Cass.....	67	1141	1136	61	2	1713	1119	40	53	1139	1165	6.7	8.01	8.00	...	.62	...	...	...	...	...	46780.00	...	...	87.00	
Cedar.....	131	3732	3471	136	6	5768	3933	93	173	1765	1884	7.6	11.10	7.47	.27	.28	...	...	...	11	...	...	100850.00	100	...	1172.00
Cerro Gordo.	47	920	865	48	1	1500	793	19	61	919	839	7.	8.20	7.18	.53	...	...	...	...	17	...	...	29050.00	410	...	1419.00
Cherokee...	43	446	441	45	...	732	455	14	42	2019	1070	4.	7.89	6.93	...	.54	...	...	...	...	...	13739.00	...	...	663.00	
Chickasaw...	86	2268	2110	91	5	3643	2573	37	69	1049	1160	6.8	8.00	6.21	.29	...	...	...	...	1	...	...	53040.00	10	...	3013.25

Clarke.....	73	1822	1756	75	....	3001	1875	53	763747	4519	6.	9.41	6.96	.34	..	21	..	52	2	52445.00	...	527.00
Clay.....	20	437	337	27	..	411	220	12	241495	840	5.	8.16	6.64	.65	..	..	..	23	..	13663.00	820	245.00
Clayton.....	146	5694	5363	152	5	6869	4290	109	1618272	12251	7.	9.70	6.63	.26	26	21	19	96	21	137185.00	38	2857.00
Clinton.....	148	6523	6276	149	8	9270	4147	113	2032179	2356	7.8	10.40	6.77	.25	..	7	2	152	..	233485.00	14	3626.75
Crawford.....	41	677	586	4	....	1001	598	31	26620	600	7.	8.84	8.30	.67	..	9	..	34	..	33200.00	74	1835.00
Crocker.....	2	43	32	5	....	49	30	2	360	60	6.	6.25	6.25	9.50	..	..	..	6	1	1600.00	....	110.00
Dallas.....	111	2453	2197	103	4	3711	2400	77	1064998	5873	5.4	9.84	7.73	.32	33	3	..	92	1	84625.50	....	997.00
Davis.....	96	3228	3112	95	1	5340	3065	83	834522	6545	5.	8.81	5.44	.22	..	6	..	66	18	39272.75	....	140.00
Decatur.....	84	2695	2452	85	....	4733	3024	65	674454	6645	6.5	7.27	6.53	.26	27	8	..	54	25	36604.00	10	1186.00
Delaware.....	115	3307	3101	121	4	5165	3320	81	1511515	1634	7.3	9.20	6.30	.22	25	15	4	99	1	84560.00	23	1767.00
Des Moines...	73	5140	5052	89	9	5916	3643	81	943473	6989	7.	9.54	6.47	.24	..	20	13	53	..	114775.75	8	92.00
Dickinson...	17	299	300	17	....	501	310	7	241870	470	4.1	6.00	5.75	.29	26	..	..	13	8	6849.00	....	....
Dubuque.....	100	7687	7911	119	11	8434	5764	67	1536609	10214	7.8	9.97	7.14	.23	23	16	19	72	15	221799.00	193	2187.00
Emmett.....	12	237	157	9	....	394	206	4	16560	549	6.3	7.12	5.46	.16	..	..	..	7	5	4350.00	....	....
Fayette.....	147	3725	3512	164	5	5295	3258	80	2219714	10892	7.	8.41	5.71	.24	28	8	8	122	10	91193.00	11	1895.00
Floyd.....	82	2130	2125	78	3	3603	2345	46	1014396	5045	6.7	9.55	6.41	.39	48	2	12	59	2	66235.00	75	1085.00
Franklin.....	58	991	957	56	1	1135	544	33	65900	900	7.5	8.78	6.29	.50	43	2	5	45	1	38981.00	..	926.00
Fremont.....	72	2272	2048	68	3	2782	1868	61	694367	4015	6.9	10.30	6.14	.23	27	3	..	53	3	43475.00	25	800.00
Greene.....	53	1013	867	64	....	1765	1011	44	573908	3468	5.8	8.31	7.41	.69	49	1	..	47	..	33325.00	....	402.00
Grundy.....	107	1277	1101	82	....	1714	1044	49	834751	5428	6.2	7.67	6.48	.37	49	..	..	81	..	42192.25	....	2172.00
Guthrie.....	104	1486	1317	85	....	2217	1120	62	644614	4691	6.	8.30	7.20	.50	63	4	..	70	1	37909.00	174	460.00
Hamilton.....	46	1184	1078	49	2	1620	938	20	41986	993	7.07	8.89	7.14	.38	44	1	1	53	1	31260.92	99	407.00
Hancock.....	17	243	216	23	....	424	239	16	191318	1621	9.	9.20	7.05	1.00	..	..	..	19	..	16125.00	370	1174.00
Hardin.....	96	2852	2770	96	10	4154	2590	57	1141494	1684	7.2	9.81	7.12	.30	..	6	5	83	..	98265.00	....	1159.00
Harrison.....	84	1933	1797	88	4	3800	1785	95	745083	6030	6.3	10.01	8.45	.41	..	7	..	75	2	57950.00	818	1469.10
Henry.....	100	4131	3879	99	11	7308	4470	64	1476531	7871	7.2	9.59	6.80	.31	..	25	1	82	2	127620.00	....	600.00
Howard.....	67	1369	1171	70	1	1975	1219	38	941074	1100	7.	9.30	6.52	.47	44	1	8	61	1	44350.00	133	1420.00
*Humboldt...	88	535	457	88	....	787	490	18	382155	1715	5.6	6.96	5.62	.35	..	1	2	32	..	30147.50	....	385.00
Ida.....	7	49	42	7	..	72	35	7	5620	360	6.5	8.46	8.24	.56	..	..	..	7	..	5100.00	300	570.00
Iowa.....	120	3198	2893	118	2	4958	3071	102	1347101	8382	7.	8.50	6.03	.25	29	11	..	105	1	90232.00	464	1313.00
Jackson.....	131	4408	4251	139	5	6373	3261	66	1408198	10823	7.4	9.88	6.37	.21	22	13	22	95	14	94537.00	71	2717.35
*Jasper.....	149	4536	4084	166	3	7150	4129	120	1738860	10584	6.7	9.52	7.59	.27	28	6	..	144	..	119670.00	204	1327.78
Jefferson.....	85	3559	3212	103	14	5288	3484	63	1055013	7102	8.	7.87	6.10	.19	23	8	..	81	1	107437.00	250	262.50
Johnson.....	154	4744	4438	148	5	6604	4116	77	1931505	1612	7.	6.65	6.34	.24	24	11	2	134	8	93145.00	....	1950.00
Jones.....	133	4360	4036	132	4	6740	4424	88	1861503	1282	7.1	8.31	6.29	.20	24	7	4	115	5	77368.00	64	2395.05
Keokuk.....	133	4082	3564	127	4	5421	4796	102	1255906	7782	6.5	9.11	6.93	.29	27	6	5	118	3	98000.00	9	1746.00
Kossuth.....	38	606	540	39	....	1125	1277	32	442655	2408	5.2	7.09	5.65	.61	..	1	..	24	..	21400.00	216	200.00
Lee.....	105	6876	7295	124	18	8401	5735	78	1561220	2120	6.6	11.00	6.50	.24	27	34	13	61	9	208190.00	100	753.00

ABSTRACT "C"—CONTINUED.

Name of Dis- trict Township or Independent District.	No. of Sub-Districts.		Number of persons be- tween the ages of five and twenty- one years.		No. of schools in each district.		No. of graded schools in each district.		No. of pupils enrolled in the schools of the district.		Total average attend- ance in each district.		No. of teachers.		Length of School in days.		A.V. No of month sch's have been taught.		Average compensa- tion of teachers per week.		Average cost of tuition per week for each pupil.		Number of school- houses and of what ma- terial con- structed.				Value of school-houses.	No. of Volumes in dis- trict library.	Value of apparatus.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Summer.	Winter.	Brick.	Stone.	Frame.	Log.																
Linn.....	164	6125	5867	186	10	9026	5742	136	237	11727	13262	7.4	9.91	\$6.91	\$..21	\$26	30	8	145	3	\$197593.00	263	\$ 1136.08							
Louisa	70	2554	2340	...	...	858	624	60	73	5159	7588	7.1	10.15	7.07	.24	.26	6	1	67	..	57415.00	5	655.00					
Lucas.....	81	2167	1965	73	1	3229	1911	53	71	3520	5175	6.2	9.05	6.53	.25	.25	3	..	67	8	43015.00	...	...					
Lyons.....	7	81	86	6	...	47	38	1	8	440	180	5.1	10.00	10.00	3.53	..	..	2	..	3695.00	...	25.00						
Madison.	96	2928	2515	94	3	4147	2787	83	92	5029	6023	6.2	10.05	7.35	.25	.32	..	17	82	1	88120.00	217	935.00							
Mahaska.....	113	4412	4151	125	6	6709	4073	73	153	7770	8783	7.2	9.98	7.49	.29	.27	15	..	107	2	157544.75	297	1442.15							
Marion.....	127	5047	4803	133	2	6609	4182	123	108	5707	10327	6.4	9.11	6.82	.23	.26	9	..	105	..	92217.00	..	300.00							
Marshall.....	114	3358	2943	129	4	4901	3208	85	148	1477	1627	7.1	11.15	7.83	.26	.36	20	..	96	..	118325.00	...	2835.00							
Mills.....	56	1764	1733	56	1	2741	1710	40	56	888	682	6.1	11.05	7.95	.28	.35	2	..	46	..	45870.00	87	2907.55							
Mitchell.....	73	1886	1705	78	1	2501	1608	39	89	4765	4755	6.8	8.97	6.04	.29	..	11	8	55	2	63995.00	...	1483.00							
Monona.....	47	680	670	51	1	1074	840	27	35	...	...	5.3	7.32	7.35	..	...	1	..	43	1	24645.00	293	744.75			
Monroe.....	85	2724	2525	87	1	4073	2434	70	81	4130	4965	5.6	9.72	6.40	.23	...	3	1	61	11	56570.00	...	...					
Montgomery .	53	1270	1204	36	1	1528	655	29	33	1381	1437	5.3	10.60	6.83	.62	...	5	3	35	..	25027.00	24	226.25							
*Muscatine ...	84	3931	3840	96	8	6620	3417	75	124	5724	7384	8.0	9.80	7.53	.23	.26	11	1	77	..	103900.00	300	1751.00							
O'Brien.....	8	203	159	12	...	151	85	3	9	297	120	5.2	7.50	6.56	.74	...	8	..	2	..	9510.00	...	45.00							
Osceola	2	27	38
Page.....	90	2179	1956	77	2	3207	1731	58	60	3409	5026	6.1	9.74	7.52	.39	...	2	..	70	1	62625.00	224	1221.00							
Palo Alto	21	318	315	18	...	302	158	10	17	814	440	5.0	8.17	6.25	...	51	..	..	10	6	8464.88	...	15.00					
Plymouth.....	15	551	473	20	...	319	117	12	19	577	418	6.0	6.84	6.46	.33	...	..	..	14	2	8175.00	...	60.00				
Pocahontas...	8	316	802	33	...	418	247	16	22	950	1598	8.4	8.20	6.60	.14	...	1	..	20	1	15230.00	...	350.00							
Polk.....	125	5814	5282	120	...	7250	4742	104	143	7269	9101	6.7	11.47	8.02	.13	...	6	..	119	1	888975.00	209	1233.50							
Pottawattamie	64	2617	2607	70	...	3420	2101	51	71	4496	5691	7.7	11.50	8.90	.46	...	80	1	46	1	154170.00	1700	1776.00							
Poweshiek. . .	117	3229	2534	121	78	5386	3365	96	137	5259	5931	6.7	12.52	7.72	.37	...	1	..	112	..	93185.00	11	1452.08							
Ringgold.....	86	1845	1283	73	1	2025	1153	60	60	8797	4295	5.5	7.57	6.46	.54	.55	..	..	67	2	25123.00	80	1625.00					

* The County Superintendents of counties marked thus (*), have furnished this Department with accurate reports for 1871.

ABSTRACT "U"-CONTAINED.

NAME	TEACHERS' FUND, 1912.			TEACHERS' FUND, 1913.			SCHOOL-ROOM FUND, 1912.			SCHOOL-ROOM FUND, 1913.			APPOINTMENT OF TEMPORARY SCHOOL FUND.			AMOUNT PAID FOR LIBRARY AND APPARATUS.			AMOUNT OF UNCOLLECTED TAX AT DATE.			BALANCE ON HAND.		
	Balance on hand at last report.	Uncollected tax at last report.	Assessed tax for the year.	Income of Permanent Fund.	Amounts paid teachers during the year.	Amount of uncollected tax at date.	Balance on hand.	Balance on hand at last report.	Uncollected tax at last report.	Assessed tax for the year.	Income of Permanent Fund.	Amounts paid teachers during the year.	Amount of uncollected tax at date.	Balance on hand.	Balance on hand at last report.	Uncollected tax at last report.	Assessed tax for the year.	Income of Permanent Fund.	Amounts paid teachers during the year.	Amount of uncollected tax at date.	Balance on hand.			
Adair	57.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Adams	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Allen	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Anderson	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Archer	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Armstrong	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barber	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barrett	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
Barnes	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00									

ABSTRACT "C." - CONTINUED.

* The County Superintendents of counties marked thus (*), have furnished this Department with accurate reports for 1871.

ABSTRACT "C."—CONTINUED.

COUNTIES.	CONTINGENT FUND. DEBIT.				CONTINGENT FUND. CREDIT.							
	Balance on hand at last report.	Uncollected tax for Contingent Fund at date of last report.	Assessed tax for Contingent Fund	Amount paid for rent of school-houses.	Amount paid for repairing and furnishing school-houses.	Amount paid for fuel.	Amount paid to Secretary and Treasurer.	Amount paid for other contingent expenses.	Amount of uncollected tax at date.	Balance on hand.		
Adair	\$ 1454.49	\$ 332.84	\$ 1985.53	\$ 20.00	\$ 273.80	\$ 718.84	\$ 550.00	\$ 734.57	\$ 918.38	\$ 561.87		
Adams	326.61	389.83	1587.23	76.35	263.78	583.79	169.55	227.41	600.82	352.07		
*Allamakee	1731.99	6874.53	.....	.....	999.57	1505.34	706.55	1764.91	.....	3630.15		
Appanoose	1841.95	1667.99	5169.75	8.83	2009.15	1882.61	615.97	611.41	1688.05	814.55		
Audubon	377.31	60.15	3133.33	23.00	604.18	355.45	176.30	224.88	149.31	455.54		
Benton	3462.33	48.20	14304.65	39.00	3348.93	5666.15	1195.30	4033.93	174.17	2890.46		
Black Hawk	3603.44	2880.77	8072.49	326.00	2284.81	3660.71	1410.75	3359.72	521.95	3528.50		
Boone	724.67	272.86	5928.25	123.65	797.46	2270.40	480.00	1535.04	233.67	1032.17		
Bremer .....	.....	.....	170.00	152.00	1054.27	2193.45	435.62	810.76	24.29	34.21		
Buchanan	1494.02	787.89	9867.13	86.00	2316.31	4296.97	743.90	2796.17	1709.64	1693.63		
Buena Vista	139.19	13.00	1618.63	32.65	216.91	250.41	210.00	425.57	535.34	.....	
Butler	808.37	.....	860.90	15.00	640.76	1467.10	414.57	416.81	66.65	458.71		
Calhoun	1235.59	714.90	4462.55	156.65	1471.71	1073.16	456.79	1660.84	879.07	963.55		
Carroll	634.11	632.15	5149.93	428.03	1240.03	1021.28	546.40	991.27	1281.36	808.20		
Cass	458.31	1185.39	2132.09	102.00	222.40	705.89	319.53	1791.84	956.74	256.62		
Cedar	2233.59	916.03	8090.62	.....	2333.90	3655.25	915.35	1029.40	3265.68	2030.49		
Cerro Gordo	2601.75	2466.88	5353.12	175.40	1626.09	1573.93	461.00	2014.72	1523.65	4170.20		
Cherokee	111.41	45.38	3221.77	176.30	234.25	372.76	360.21	628.91	754.26	1013.23		
Chickasaw	536.39	87.00	2045.90	197.00	1845.90	1985.16	698.40	1104.49	468.71	635.99		
Clarke	982.27	314.97	2212.40	135.00	1263.16	1487.53	521.86	928.96	107.66	1126.95		
Clay	385.23	.....	898.05	124.78	773.09	256.12	255.25	440.71	.....	160.26		
Clayton	4037.75	388.38	9029.64	3.00	3061.25	3110.93	987.45	2718.69	44.08	2192.88		
Olliton	5286.37	768.94	18572.57	49.50	5806.20	5387.82	2286.55	7727.55	253.77	3089.76		
Crocker	1272.64	89.63	4696.94	121.03	3084.77	1021.23	551.26	884.29	92.16	972.86		

Iowa	4202.39	2183.98	11534.17	82.68	2980.17	3439.02	1094.60	3854.21	3126.54	2871.41
Jackson	2621.50	139.03	7935.69	10.00	2766.14	3927.31	1033.90	577.77	205.85	3178.31
*Jasper	2607.88	3251.41	10725.68	269.00	4288.39	3145.11	1069.18	1868.76	3864.51	2080.03
Jefferson	1034.15	399.52	3949.86	.....	1202.32	1219.90	452.00	698.86	637.14	1034.23
Johnson	5309.95	825.10	3858.72	50.00	1932.04	2938.59	1021.70	3188.34	758.78	4684.47
Jones	1560.86	390.37	6391.49	64.00	3972.00	3283.57	724.00	594.04	341.92	1001.51
Keokuk	2822.98	2172.02	7870.01	.....	3328.85	2592.13	692.32	1697.71	2004.06	2184.82
Kossuth	139.47	1996.77	3298.42	175.00	1002.80	956.39	274.91	664.04	1554.60	870.11
Lee	1388.76	1253.26	6765.21	188.42	8790.57	3482.95	673.20	1036.44	832.54	1705.27
Linn	4508.00	1970.02	15643.26	142.77	3984.32	5857.62	1466.27	3724.72	2089.88	5300.31
Louisa	1916.73	1782.81	2217.81	52.00	2301.48	1638.26	536.94	438.17	476.17	592.56
Lucas	936.24	823.31	5501.37	.....	706.45	1667.51	512.97	1112.22	1051.79	1909.98
Madison	2753.83	1444.30	1975.03	71.40	1405.17	1750.46	627.97	1902.67	280.55	3769.14
Mahaska	2105.54	921.23	11719.82	40.00	3058.98	2366.09	867.65	4208.39	1464.06	2741.42
Marlon	3276.76	376.41	3739.79	892.43	1107.05	1533.41	914.77	2899.72	335.73	610.99
Marshall	5024.37	4502.78	17061.61	57.00	5567.38	3712.00	976.55	3913.72	4141.50	7973.19
Mills	945.58	333.59	2650.94	.....	925.50	1214.75	392.50	1189.30	435.05	752.77
Mitchell	1121.35	1880.58	8691.66	85.94	1835.11	1977.32	736.55	2092.20	3013.08	1960.84
Monona	.....	.....	.....	.....	1022.70	627.45	189.66	148.00	.....	.....
Monroe	885.11	.....	2017.01	.....	1068.26	1331.50	204.00	156.19	.....	142.17
Montgomery	85.92	329.46	3187.02	70.00	1198.74	500.97	399.00	509.85	834.95	81.84
*Muscatine	3198.82	234.91	10120.16	537.50	1682.62	2720.95	871.08	4171.39	1076.17	2494.18
O'Brien	.....	.....	1307.33	.....	920.65	125.00	55.00	12.50	168.85	.....
Osceola	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Page	864.05	915.82	6700.66	56.00	1516.64	2099.97	824.69	477.76	1261.02	1654.97
Palo Alto	622.56	1159.55	1948.96	20.00	151.40	144.00	141.50	464.49	2267.21	542.43
Plymouth	.....	.....	1104.73	156.50	427.86	112.65	128.02	127.44	.....	552.41
Pocahontas	1053.00	958.00	1719.23	142.50	401.12	632.46	210.00	549.96	42.12	242.35
Polk	123.08	1480.86	17878.00	354.37	3511.34	3062.48	998.35	8231.89	1044.95	5951.00
Pottawattamie	1585.27	1763.65	10968.04	70.00	2324.71	1808.26	824.40	5416.53	2623.77	1033.14
Poweshiek	2152.84	994.83	4801.14	306.77	2257.77	3489.57	711.77	1487.22	1067.59	1165.99
Ringgold	642.29	676.99	2365.17	37.78	958.52	1307.25	386.77	312.84	176.08	411.00
Sac	480.70	76.15	4194.00	.....	370.40	436.65	175.00	.....	1313.65	.....
Scott	11259.34	16486.92	15133.15	490.37	15366.57	4158.13	2089.55	12861.94	2192.43	12551.69
Shelby	474.25	476.65	4214.35	184.00	874.00	803.75	359.07	1253.42	513.24	1045.58
Sioux	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Story	2746.00	1407.05	8343.44	451.54	2919.53	2443.90	1018.25	2119.46	1995.70	3057.54
Tama	3994.96	1881.18	10014.62	261.97	4144.29	3649.36	1322.98	2044.85	2625.53	3997.36

ABSTRACT "C."—CONTINUED.

COUNTIES.	CONTINGENT FUND, DEBIT.				CONTINGENT FUND, CREDIT.						
	Balance on hand at last report.	Uncollected tax for Contingent Fund at date of last report.	Assessed tax for Contingent Fund	Amount paid for rent of school-houses.	Amount paid for repairing and furnishing school-houses.	Amount paid for (rel. Amount paid to Secretary and Treasurer.	Amount paid for other contingent expenses.	Amount of uncollected tax to date.	Balance on hand.		
Taylor	776.13	853.86	4714.25	53.00	699.53	1254.39	432.87	1570.54	1389.86	971.13	
Union.....	818.35	998.67	6073.35	.....	987.04	1494.60	345.15	1431.33	861.15	472.04	
*Van Buren	630.08	2511.53	604.46	.....	284.58	1219.60	406.98	444.22	437.31	978.38	
Wapello.....	2193.24	550.68	3571.43	66.00	3383.98	1556.74	697.18	1769.97	988.20	1758.76	
Warren.....	1615.38	2143.20	7753.89	79.66	2634.97	1659.76	503.05	1330.92	2257.65	2745.65	
Washington.....	3171.29	.....	6239.14	410.00	2354.41	3846.95	956.01	3846.95	.....	2725.93	
Wayne.....	2920.65	647.62	3490.86	81.00	1144.36	1172.83	416.40	1233.07	461.71	2077.31	
Webster.....	1939.63	199.85	6259.77	819.94	2846.40	1538.74	900.00	1784.55	43.57	1853.60	
Winneshiek.....	149.20	96.40	1307.85	48.00	868.27	207.61	225.00	386.69	235.00	200.58	
Winneshiek	2605.00	86.21	5568.00	44.00	1842.82	1631.13	562.50	2195.89	31.80	2582.66	
Woodbury.....	881.54	.....	.....	.....	1001.33	388.73	455.00	466.43	.....	433.00	
Worth.....	400.94	318.91	1688.79	32.00	372.57	601.54	806.34	208.87	97.67	595.76	
Wright	60.55	720.91	4753.66	219.65	852.93	940.14	484.00	857.40	1352.77	652.89	
Totals	153129.24	111070.87	500974.19	13777.53	182770.57	176461.76	60127.89	171962.22	87770.40	158816.32	

* The county Superintendents of counties marked thus (*), have furnished this Department with accurate reports for 1871.

ABSTRACT "C"—CONTINUED.

EXAMINATION OF TEACHERS.

COUNTIES.	Number of ap- plicants ex- amined.		Number receiv- ing premium certificates.		Number receiv- ing certificates of First Grade		Number receiv- ing certificates of Second Grade for one year.		Number receiv- ing certificates of Second Grade for less than one year.		Total number of certificates granted.		Number of ap- plicants re- jected.		Number of cer- tificates re- voked.		Average age of applicants.		Number who have had no experience.		Number who have taught less than one year.		Males who have attended a Nor- mal School.		Number who have read professional books.		Males. Number who have attended institutes.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Adair.....	57	64	7	1	27	23	14	6	21	29	52	50	15	4	..	..	24	18	20	..	18	..	3	..	1	..	97	..
Adams.....	38	55	1	6	22	10	14	6	9	26	38	51	..	..	..	..	28	19	..	6	6	..	6	..	25	20	37	49
*Allamakee.....	58	62	6	..	20	22	..	..	30	32	56	58	2	4	..	1	24	19	..	..	..	..	..	..	3	1	54	60
Appanoose.....	125	115	2	10	42	37	16	10	43	42	105	92	13	24	1	..	26	22	33	42	30	..	..	..	10	6	109	113
Audubon.....	11	19	1	4	5	6	1	4	6	7	18	17	..	3	..	..	29	23	..	..	..	..	..	..	..	..	13	17
Benton.....	122	220	6	12	45	56	8	12	33	120	92	196	30	24	..	..	23	18	21	46	18	29	..	..	74	140	104	194
Black Hawk.....	141	215	..	..	45	51	..	..	58	77	103	128	51	74	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boone.....	66	97	2	55	21	23	30	55	..	..	54	81	12	16	..	..	21	19	11	17	7	..	..	..	..	..	57	66
Bremer.....	75	148	2	..	8	26	..	..	35	86	45	116	30	52	2	1	22	19	7	28	9	..	..	..	10	60	16	78
Buchanan.....	88	152	1	..	33	60	..	..	42	119	76	184	12	33	..	..	29	21	15	45	..	..	..	..	..	..	73	175
Buena Vista	15	32	..	..	14	14	..	..	3	14	14	31	1	1	..	..	30	21	4	9	1	..	..	..	..	..	10	20
Butler.....	65	113	..	35	14	19	31	35	16	50	61	104	4	9	..	..	32	19	9	29	10	..	..	..	..	..	31	34
Calhoun.....	28	35	..	15	10	3	6	15	7	12	23	30	2	8	..	..	24	21	8	14	8	..	..	..	2	..	20	25
Carroll.....	28	36	..	..	17	16	..	..	7	21	24	37	..	3	..	..	22	17	4	5	..	..	..	..	18	14	18	15
Cass.....	20	31	2	1	3	14	..	..	10	17	20	31	5	15	..	..	22	18	8	6	..	..	..	..	..	..	20	31
Cedar.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Cerro Gordo.....	28	95	3	22	3	12	11	22	6	38	23	70	5	25	..	..	22	21	11	28	4	..	..	..	6	18	13	64
Cherokee.....	37	52	2	..	18	17	..	..	13	30	33	47	3	5	..	..	26	21	8	14	..	..	..	..	2	..	22	25
Chickasaw.....	50	86	2	..	7	16	..	..	31	52	40	69	10	17	1	..	25	18	7	19	6	..	..	..	10	15	35	53
Clarke.....	75	142	..	..	39	43	..	..	23	53	77	114	8	18	..	..	26	21	213	35	18	..	..	..	..	..	..	..
Clay.....	8	30	..	7	6	1	2	7	..	19	8	27	..	3	..	..	30	21	..	5	..	..	..	..	8	21	8	22

ABSTRACT "C"—CONTINUED.

EXAMINATION OF TEACHERS,

COUNTIES.	Number of applicants examined.		Number receiving premium certificates.		Number receiving certificates of first grade.		Number receiving certificates of second grade for 1 yr.		No. receiving certificates of 2d grade for less than 1 yr.		Total number of certificates.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Clayton.....	117	189	4	27	17	53	60	29	87	113	164	825
Clinton.....	52	213	10	7	62	42	32	12	25	60	166	1013
Crawford.....	45	40	..	36	11	..	..	9	29	45	40	..
Dallas.....	2	5	..	1	3	1	2	1	1	2	5	..
Davis.....	118	139	1	244	61	26	28	24	26	115	117	1322
Decatur.....	95	70	..	84	29	11	14	28	19	95	70	1..
Delaware.....	91	100	5	20	18	14	9	28	57	82	88	1320
Des Moines.....	75	150	..	7	9	4	14	43	56	54	79	8171
Dickinson.....	85	76	..	40	10	19	26	17	32	60	64	24
Dubuque.....	8	21	..	4	7	1	5	..	4	5	20	81
Emmet.....	47	83	8	13	30	20	8	0	14	41	75	68
Fayette.....	1	12	..	1	6	..	6	..	1	1	13	..
Floyd.....	95	304	2	20	51	65	151	..	20	85	222	1080
Franklin.....	63	105	..	8	9	..	..	..	..	80	105	324
Frederick.....	35	55	..	3	15	10	11	6	17	30	45	510
Greene.....	60	84	..	28	17	..	..	8	47	53	64	92
Grundy.....	..	..	..	21	15	10	12	8	17	59	57	57
Guthrie.....	..	..	..	17	16	..	..	..	64	54	80	..
Hampton.....	73	70	..	99	26	24	20	6	10	64	65	5
Haskell.....	30	63	2	15	24	..	..	..	34	39	54	9
Jardin.....	30	21	..	5	7	..	..	..	12	17	10	34

ABSTRACT "C"—CONTINUED.

EXAMINATION OF TEACHERS.

COUNTIES.	Number of ap- plicants ex- amined.		Number receiv- ing premium certificates.		Number receiv- ing certificates of first grade.		Number receiv- ing certificates of second grade for 1 yr.		No. receiving certificates of 2d grade for less than 1 yr.		Total number of certificates issued.		Number of ap- plicants re- jected.		Number of cer- tificates re- voked.		Average age of applicants.		Number who have had no experience.		Number who have taught less than 1 yr.		Number who have attend- ed a Normal School.		Number who have read pro- fessional books.		Number who have attended Institutes.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Sac	23	28	..	..	9	..	..	..	21	18	22	28	1	..	..	..	22	18	7	4	10	12	1	4	5	7	17	19
Scott	132	153	1	..	24	25	..	..	78	97	103	122	26	34	1	..	24	20	20	43	21	33	28	42	57	61	80	103
Shelby	82	36	..	..	21	24	..	..	11	11	32	37	..	..	..	..	26	21	7	6	..	..	..	..	..	..	18	11
Sioux	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Story	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Tama	120	129	..	..	24	29	..	84	89	47	87	111	33	18	..	..	26	23	18	21	15	17	3	3	68	71	80	102
Taylor	49	80	2	..	10	12	11	11	15	25	33	49	16	21	2	..	24	31	9	13	8	21	5	4	10	40	19	50
Union	44	51	..	..	16	14	9	9	11	25	41	48	3	3	..	..	27	22	6	7	..	..	..	..	..	..	44	51
*Van Buren	96	121	..	..	61	59	35	35	12	23	94	117	2	4	1	1	26	22	25	35	24	36	3	7	..	..	85	98
Wapello	85	124	7	..	60	63	1	1	11	30	80	113	5	11	11	..	28	23	9	8	13	13	6	10	45	75	50	70
Warren	107	150	..	..	53	72	18	18	37	43	103	134	4	16	2	..	29	22	24	32	32	41	2	3	18	22	89	175
Washington	100	205	80	165	30	34	..	..	50	131	80	165	20	40	1	..	23	20	22	40	30	65	5	4	60	125	89	175
Wayne	114	108	..	..	3	1	57	57	10	16	79	73	33	35	14	16	25	21	16	9	11	24	8	6	40	25	86	80
Webster	62	101	..	..	26	24	83	83	16	38	60	95	3	5	1	3	33	18	13	29	11	15	14	7	12	25	89	58
Winnebago	15	17	..	..	10	8	..	..	1	..	11	8	4	9	..	..	19	18	1	..	1	..	..	..	10	5	1	3
Winneshiek	78	189	5	..	26	50	78	78	..	..	62	182	5	7	..	..	21	16	11	36	16	80	2	5	..	..	85	105
Woodbury	59	69	..	..	..	..	..	..	..	..	50	65	8	4	2	..	..	..	..	..	..	..	4	..	..	..	..	..
Worth	22	44	..	..	8	3	..	..	..	16	19	40	8	8	..	..	..	..	2	11	..	..	1	2	..	..	18	38
Wright	34	62	1	..	14	18	10	10	11	27	32	56	2	6	..	..	27	21	6	12	..	4	8	10	8	..	28	42
Totals	5993	9175	218	257	2033	2496	952	1514	1867	8840	5349	8120	756	1420	32	37	25	20	1191	1874	904	1351	402	709	1257	1893	3224	4935

* The County Superintendents of counties marked thus (*), have furnished this Department with accurate reports for 1871.

ABSTRACT "C"—CONTINUED.

[illegible]

ABSTRACT "C"—CONTINUED.

COUNTIES.	No. of schools visited by Co. Superintendent.	No. of visits made during the year.	No. of visits made with directors.	No. of educational meetings held.	No. of public addresses during the year.	No. of cases of appeals.	No. of colleges and academies in county.	Number of students attending.	No. of other private and denominational schools.	Number of pupils attending.	No. of teachers employed in colleges, academies, and private schools.
*Jasper.....	164	818	150	11	5	2	...	...	3	65	3
Jefferson.....	100	2	...	8	10	3	1	80	...	...	2
Johnson.....	77	77	...	...	...	3	3	159	7	302	16
Jones.....	...	...	...	2	...	...	...	...	...	...	...
Keokuk.....	175	225	40	...	...	...	...	...	...	...	...
Kossuth.....	36	44	...	...	...	...	1	80	1	24	6
Lee.....	87	120	...	...	...	7	3	350	4	375	12
Linn.....	175	250	...	...	17	1	4	450	...	...	15
Louisa.....	80	155	17	7	...	...	1	91	...	...	4
Lucas.....	74	216	...	5	...	3	...	...	4	80	4
Lyon.....	89	170	28	...	...	...	...	...	...	...	...
Madison.....	143	230	32	8	8	3	1	170	1	70	8
Mahaska.....	70	...	...	...	...	10	1	...	...	...	...
Marion.....	128	231	12	4	5	2	...	...	...	...	...
Marshall.....	55	100	4	15	1	...	2	50	...	...	3
Mills.....	72	119	13	3	...	2	1	150	...	...	3
Mitchell.....	30	40	...	...	...	1	...	...	...	...	...
Monona.....	89	150	15	21	2	2	...	...	...	...	...
Monroe.....	15	...	...	...	1	...	...	...	1	...	4
Montgomery.....	98	200	40	...	...	2	2	100	...	...	1
*Muscatine.....	5	5	...	...	...	...	...	...	...	...	...
O'Brien.....	...	...	...	...	...	...	...	...	...	...	...
Page.....	64	128	5	...	...	2	1	40	...	...	3
Palo Alto.....	14	14	...	...	...	1	...	...	...	...	...
Plymouth.....	22	22	1	...	...	...	...	...	...	...	...
Pocahontas.....	20	31	2	4	3	...	...	...	...	...	...
Polk.....	138	200	25	1	...	1	1	81	4	343	10
Pottawattamie.....	70	217	38	...	...	4	...	...	2	110	4
Poweshiek.....	100	...	2	...	...	2	2	...	...	...	...
Ringgold.....	70	110	2	1	...	1	...	...	1	55	2
Sac.....	18	50	7	1	45	...	...	...	...	...	...
Scott.....	137	387	48	10	9	2	2	...	6	...	...
Shelby.....	...	...	...	...	...	...	...	...	...	...	...
Sioux.....	...	...	...	...	...	...	...	...	...	...	...
Story.....	...	...	...	...	...	...	...	...	...	...	...
Tama.....	127	210	39	15	19	5	...	...	...	...	...
Taylor.....	70	110	18	2	12	3	...	...	...	...	...
Union.....	50	60	3	...	30	...	...	...	...	...	...
*Van Buren.....	547	97	9	11	7	...	1	65	...	...	3
Wapello.....	16	...	...	...	...	3	...	...	...	...	...
Warren.....	80	120	4	...	...	4	1	130	1	50	14
Washington.....	115	125	10	20	22	...	...	...	2	150	3
Wayne.....	72	148	7	...	...	...	...	...	...	...	...
Webster.....	71	75	14	4	...	12	...	...	...	...	...
Winnebago.....	15	38	5	1	12	1	...	...	1	5	...
Winneshiek.....	121	275	10	...	...	1	1	150	...	...	25
Woodbury.....	...	...	...	...	...	...	...	...	...	...	...
Worth.....	34	69	2	12	5	1	...	...	...	...	...
Wright.....	42	71	22	...	5	1	...	...	...	...	...
Total.....	7299	10444	1248	395	575	155	50	3924	74	2817	235

* The County Superintendents of counties marked thus (*), have furnished this Department with accurate reports for 1871.

[D.]

TEACHERS' INSTITUTES.

Held during the year 1870.

COUNTIES.	TOWNS.	TIME.	No. of teachers in attendance.		NAMES OF CONDUCTORS AND LECTURERS.
			Male.	Female.	
Wapello.....	Eddyville.....	Feb. 7	58	61	L. M. Hastings, H. U. Cox, H. Bross, E. J. Turner.....
Humboldt.....	Springvale.....	Feb. 21	12	15	C. C. Hotchkiss, J. F. Welch, M. M. Lord, Eber Stone.....
Muscatine.....	Muscataine.....	Mar. 21	44	99	F. M. Witter, G. Hinrichs, C. A. Eggert, D. W. Lewis.....
Union.....	Afton.....	Mar. 28	20	40	L. M. Hastings, J. W. McDill, A. H. Hamilton.....
Audubon.....	Oakfield.....	Apr. 11	4	16	J. H. Durham, Dr. C. C. Miller.....
Monroe.....	Albia.....	Apr. 11	44	79	Prof. S. S. Hamill.....
Henry.....	Mt. Pleasant.....	Aug. 29	70	105	E. A. Van Cise, W. L. Cozier, E. P. Howe.....
Cerro Gordo..	Clear Lake.....	Oct. 24	13	47	Prof. Bennett, E. C. Moulton.....
Pottawattamie	Council Bluffs ..	Oct. 10	24	38	A. Armstrong, P. L. Thickstun, A. S. Kissell, N. Hart.....
Wayne.....	Corydon.....	Oct. 3	54	32	J. D. Hornby.....
Louisa.....	Wapello.....	Sept. 5	...	...	.....
Clarke.....	Osceola.....	Aug. 29	...	...	.....
Decatur.....	Leon.....	Aug. 15	...	...	Prof. Frazier.....
Woodbury.....	Sioux City.....	Oct. 17	...	...	Maj. J. H. Durham, A. S. Kissell.....
Clayton.....	Garnaville.....	Oct. 3	55	79	Prof. H. H. Barnes, Prof. Palmer, Prof. Briggs.....
Mitchell.....	Osage.....	Sept. 5	...	...	.....
Des Moines..	Danville.....	Aug. 29	...	...	.....
Mahaska.....	Oskaloosa.....	Sept. 13	...	...	R. G. Gilson.....
Lee.....	Ft. Madison.....	Aug. 15	...	...	.....
Chickasaw.....	Nashua.....	Aug. 29	95	40	W. P. Bennett, Dr. Dewey, L. P. Leland, Prof. E. W. Bennett.....
Washington ..	Washington.....	Nov. 14	72	111	Prof. J. Allen, Rev. T. H. Holmes, Judge J. F. Brown, Hon. G. G. Bennett.....
Greene.....	Jefferson.....	Dec. 19	...	...	Jerome Allen, A. S. Kissell.....
Polk.....	Des Moines ..	Sept. 5	...	...	.....
Winnebiek ..	Decorah.....	Oct. 3	65	65	D. D. Babcock, Rev. E. Adams.....

TEACHERS' INSTITUTE—CONTINUED.

COUNTY.	NAMES OF PLACES.	TIME.	No. of teachers in attendance		NAMES OF CONDUCTORS AND LECTURERS.
			Male.	Female.	
Montgomery..	Red Oak Junction.	Oct. 10	15	20	J. H. Durham, Rev. W. Patterson.
Guthrie....	Guthrie Center..	Sept. 13	...	...	...
Appanoose ..	Centerville.....	Oct. 17	53	54	Hornby, N. Hough.
Buchanan ..	Independence ..	Oct. 31	...	...	r, S. G. Pierce, W. Palmer.
Delaware. .	Earlville	Sep. 12	88	32	Donnell.....
Keokuk	Bigourney.....	Oct. 8	65	68	sell.....
Harrison ..	Mo. Valley	Oct. 17	23	23	Chubb, J. Reed.
Kossuth	Algona	Sep. 13	16	14	E. Robinson, G. Bennett.
Floyd	Floyd	Oct. 17	...	...	Jerome Allen.
Black Hawk..	Waterloo	Nov. 28	...	...	A. M. Chadwick, A. S. Kissell, Mrs. Parmenter, A. S. Welch, O. A. Tucker.
Boone.....	Boonesboro	Oct. 17	57	50	Professor J. A. Woods.
Adams	Quincy	Nov. 28	42	28	Dr. Wheeler, N. W. Pleasant, Prof. Cozier, Mrs. Beach.
Jefferson ..	Fairfield	Oct. 17	68	79	S. R. Manning, E. D. Hawes, E. S. Hill.
Cass	Atlantic	Oct. 17	21	40	C. R. Rogers.
Iowa	Marengo	Oct. 24	...	...	T. W. Mulhern, A. S. Kissell, A. S. Condon.
Monona	Onawa	Oct. 17	18	32	Levi Davis, Mrs. F. Stiles, E. R. Chase.
Jackson	Sabula	Oct. 17	...	...	Prof. J. C. Clarke.
Sac	Sac City.....	Oct. 10	9	18	Prof. Babcock, Wm. Smith, W. B. McLain.
Taylor	Bedford	Sep. 26	...	...	P. S. Morton, A. S. Kissell, J. B. Stewart.
Fayette	Fayette	Oct. 17	87	121	M. A. May, Dr. A. Burns, G. C. Carpenter, C. M. Grumbling, O. H. Baker.
Scott	Davenport.....	Oct. 31	70	109	J. D. Sands, J. L. Gilpatrick.
Warren	Indianola	Nov. 14	52	70	J. C. Gilchrist, A. S. Kissell, S. J. Moyer.
Wright	Clarion	Oct. 10	16	20	R. C. Gibson, S. M. Hastings, H. W. Myers.
Jasper	Monroe	Nov. 7	41	71	...
Humboldt ..	Springvale	Oct. 17	9	15	Lentel Wells, G. B. Edwards.
Wapello	Ottumwa	Oct. 31	...	...	J. C. Clarke, S. McElhenny, J. Smith.
Altamakee ..	Waukon	Oct. 17	80	58	Jerome Allen, A. J. Burbank.
Ringgold ..	Mt. Ayr.....	Oct. 8	28	25	...
Waukegan ..	Ft. Dodge.....	Dec. 26	51	49	...

Howard	Lime Spring	Oct. 17	84	53	C. F. Breckenridge, S. B. Purmurt	
Story	Nevada	Oct. 24	45	88	J. H. Durham	
Hamilton	Webster	Dec. 12	...	...	Jerome Allen	
Hancock	Concord	Oct. 31	13	24	Alva Bush	
Page	Clarinda	Nov. 31	43	40	Prof	hcoite, Col Hepburn
Marshall	State Center	Oct. 24	53	48	A. J.	S. Welsh, P. M. Sutton, C. H. Shaw
Jones	Monticello	Oct. 31	60	115	J. C.	t, Wm. Fawcett
Linn	Marion	Dec. 19	100	151	M. I.	A. S. Kissell, J. Piper, J. B. Young
Lucas	Chariton	Nov. 14	39	44	J. W	P. Simpson, D. S. Tappan
Hardin	Eldora	Nov. 7	32	32	Enos	Bidwell
Shelby	Harlan	Dec. 26	21	18	J. C.	
Van Buren	Keosauqua	Nov. 14	70	78	Prof. Valentine, George B Walker, G. E. Bergen, T. L. McGrew	
Butler	New Hartford	Nov. 7	16	24	James L. Enos	
Adair	Fontanelle	Nov. 14	27	25	J. W. Peet, J. L. Hatch, M. Rutt	
Benton	Belle Plaine	Nov. 21	54	44	H. M. Hoon, S. A. Kuapn, W. M. Wilcox, E. H. Warren, Rev. D. Lane	
Davis	Bloomfield	Nov. 28	65	42	G. T. Carpenter, T. L. Warrington, C. Ketcham	
Crawford	Denison	Nov. 14	26	18	James L. Enos, N. J. Wheeler	
Bremer	Waverly	Nov. 14	63	91	James L. Enos, C. S. Harwood, M. K. Cross, J. Piper	
Dallas	Adel	Nov. 21	...	...	E. M. Cotton, A. S. Kissell	
Tama	Toledo	Nov. 28	75	93	John Harris, J. R. Stewart, A. S. Kissell	
Madison	Winterset	Nov. 21	63	70	C. H. Preston, J. H. Gosham, Rev. Potter, Rev. M. Cory	
Buena Vista	Sioux Rapids	Dec. —	...	...
Fremont	Sidney	Dec. 26	43	88	J. Valentine, T. J. Armantsant, William M. Brooks	
Carroll	Carroll City	Dec. 19	17	17	James L. Enos	
Franklin	Hampton	Dec. 26	29	30	Jonathan Piper, M. Ingalls	

[E.]
TEACHERS' INSTITUTES.

Held during the year 1871.

COUNTIES.	NAMES OF PLACES.	TIME.	No. of Teachers in attendance.		NAMES OF CONDUCTORS AND LECTURERS.
			1	2	
Mills	Glenwood	Jan. 30	29	32	A. Armstrong, L. S. Williams, C. H. Newell, T. L. Stephens.
Pocahontas ..	Rolfe	Feb. 20	14	8	J. D. Caldwell, D. Miller.
Worth	Northwood	Mar. 20	18	34	W. P. Bennett
Cass	Atlantic	Apr. 10	12	40	Mary E. Johnson, A. S. Kissell, Colonel Hamlin.
Union	Afton	Mar. 27	17	40	J. D. Gregory, S. J. Delano, B. F. Bush, W. W. Cook.
Monroe	Albia	Apr. 8	55	80	President Richard Edwards, D. T. Monroe, H. C. Cox.
Kossuth	Algona	May 1	24	40	Jerome Allen
Appanoose ..	Centerville	Aug. 23	60	57	Williams, Professor Brand.
Wayne	Corydon	Sept. 4	49	58	
Wapello	Ottumwa	Sept. 4	85	48	Kissell, L. M. Hastings.
Winnebask ..	Decorah	Sept. 4	35	105	Igwood.
Mahaska	Oskaloosa	Oct. 21	55	188	
Clarke	Oscola	Aug. 21	88	45	
Allamakee ..	Lansing	Aug. 28	21	62	
Decatur	Leon	Aug. 21	52	80	
Henry	Mt. Pleasant	Aug. 28	54	96	
Polk	Des Moines	Sept. 4	50	69	H. Wynn.
Scott	Davenport	Nov. 6	79	140	S. Welch
Jackson	Maquoketa	Sept. 11	62	185	reene.
Lee	Keokuk	Oct. 9	81	67	
Clinton	De Witt	Sept. 4	40	175	Hyatt.
Des Moines ..	Kossuth	Aug. 14			
Boone	Boone	Sept. 25	41	61	J. M. Brainard, A. S. Welch, U. O. Chamberlin.
Woodbury ..	Sioux City	Oct. 23			
Clayton	Clayton	Oct. 2	76	90	J. Briggs, J. F. Thompson, T. H. Scott

Harrison	Magnolia	Oct. 16	56	47	J. Piper, J. M. Gibney Pres. Geo. Thacher	
Wright	Clarion	Oct. 16	24	16	J. D. Sands, A. J. Trath	
Cherokee	Cherokee	Sept. 12	22	18	J. H. Roe, W. F. Rose, A. M. Darley	
Adair	Fontanelle	Sept. 18				
Jefferson	Fairfield	Oct. 30	62	89	J. C. Gilchrist, J. P. Sanford, Chas. Negus, E. H. Addington	
Hancock	Concord	Oct. 16	10	13	J. L. Enos	
Howard	Cresco	Oct. 16	40	84	L. B. Purmart, C. F. Breckenridge, J. C. McCormick	
Mitchell	Osage	Oct. 23	34	52	E. Adams, T. Cressey, N. B. White, J. C. Addington	
Adams	Quincy	Oct. 30	28	48	Wm. P. Jeffrey, W. W. Roberts, J. S. McCauley	
Hamilton	Webster City	Oct. 22				
Buchanan	Jessup	Oct. 30	56	119	S. G. Pierce, Rev. Lunoirs, Wilson Palmer, H. C. Markham	
Taylor	Bedford	Oct. 23	32	42	R. Aiton, J. S. Boyd	
Calhoun	Lake City	Oct. 23	16	17	Geo. W. Barr, W. R. Carmichael, A. W. Russell	
Fayette	West Union	Oct. 30	50	96	M. M. House, Hon. Alonzo Abernethy, Wilson Palmer	
Sac	Sac City	Oct. 16	10	14	R. Ellis, R. E. Brenton	
Monona	Onawa	Oct. 16	15	30	J. Piper, Emma Quintrell, Pres. Geo. Thacher	
Delaware	Manchester	Oct. 9	83	59	J. Piper, J. Valentine, Pres. Geo. Thacher	
Clay	Spencer	Oct. 2	25	27	J. L. Enos, H. B. Wood	
Dallas	Adel	Nov. 6				
Ringgold	Mt. Ayr	Oct. 23	37	43	J. C. Gilchrist	
Linn	Marion	Oct. 23	120	120	M. Ingalls, W. Langham, E. M. Hollis	
Floyd	Charles City	Oct. 23	13	67	H. Wilbur, I. Shepard, R. E. Robinson	
Cerro Gordo	Mason City	Oct. 30	20	33	E. C. Moulton, Prof. Bennett	
Warren	Indianola	Nov. 6	82	58	A. L. Kimball, J. M. Gibney, S. Johnson	
Jones	Wyoming	Oct. 10	48	91	J. C. Gilchrist, R. M. Sawyer, Rev. Skinner	
Lucas	Chariton	Oct. 23	39	44	Pres. R. Edwards, D. W. Stevens, R. Coles	
Palo Alto	Emmettsburg	Oct. 9	6	15	J. L. Enos	
Guthrie	Guthrie	Oct. 30	37	44	J. M. Gibney, J. A. Nash, J. H. Meek	
Louisa	Wapello	Nov. 6				
Chickasaw	Bradford	Nov. 13	47	81	Jas. Johanot, John Grawe, W. P. Bennett	
Jasper	Prairie City	Nov. 6	50	55	J. C. Gilchrist, Pres. Geo. Thacher	
Page	Clarinda	Nov. 20	53	59	L. H. Troman, M. S. Bentt, J. H. Powers	
Buena Vista	Storm Lake	Nov. 27				
Marshall	Albion	Oct. 23	59	83	C. M. Greene, C. H. Shaw, P. M. Sutton	
Story	Nevada	Oct. 30				
Butler	Butler Center	Nov. 7	14	24	J. L. Enos	
Van Buren	Birmingham	Nov. 13	71	57	J. C. Gilchrist, J. M. Gibney, Belle A. Mansfield	
Carroll	Carroll City	Nov. 13	18	17	C. M. Greene, J. M. Gibney	

TEACHERS' INSTITUTES—CONTINUED.

COUNTIES.	NAMES OF PLACES.	TIME.	No. of Teachers in attendance.		NAMES OF CONDUCTORS AND LECTURERS.
			Male.	Female.	
Montgomery..	Red Oak Junction.	Nov. 20	82	82	W. M. Wright, J. A. Woods.
Bremer	Waverly	Nov. 6	49	49	Jas. Johanot, C. S. Harwood, J. G. Patterson.
Madison	Winterset	Nov. 20	60	60	J. M. Gibney, R. Oatton.
Cedar	Tipton	Nov. 27	69	69	C. M. Greene, W. I. W. F. King.
Winnebago ..	Forest City	Dec. 4	11	11	M. Cooper, W. A. Ransom.
Pottawattamie	Council Bluffs	Nov. 6	89	89	T. F. Thickstun, L. M. Wright.
Webster	Fort Dodge	Nov. 30	41	41	C. M. Greene, J. M. Gibney.
Greene	Jefferson	Dec. 4	41	41	Geo Knowlton, C. F. Boynton.
Hardin	Steamboat Rock ..	Nov. 30	84	84	J. Piper, A. Updegraff, J. M. Gibney.
Keokuk	Sigourney	Dec. 18	...	...	...
Iowa	Millersburg	Dec. 18	...	...	...
Crawford	Denison	Dec. 4	...	...	...
Davis	Bloomfield	Dec. 25	...	...	...
Fremont	Sidney	Dec. 11	45	45	C. M. Greene, M. Cornick.
Audubon	Extra	Dec. 25	7	7	J. C. Clarke, D. Beers, J. H. Stright.

[F.]
STATISTICS OF CITIES AND TOWNS.

NAMES OF CITIES AND TOWNS.	Assessed valuation of real estate in 1870.	Population in 1870.	School Census in 1870.			Whole No. of pupils enrolled in the schools in 1870.	Average daily attendance during 1870.	Cost of tuition per month.	Number of months of school.	No. of school-houses.	Value of school-houses.	Amount paid for building purposes during 1870.	Value of school apparatus.	No. of volumes in school-dist. library.
			Males.	Females.	Total.									
Adel.....	\$ 101760.00	711	150	141	291	221	189	1.20	7	1	\$ 25000.00	\$ 2000.00	\$ 100.00	...
Afton.....	84110.00	961	169	180	349	311	140	1.18	9	1	2500.00	...	50.00	...
Agency.....	41695.00	630	172	180	352	305	173	.68	7.5	2	6500.00	377.49	250.00	...
Albia.....	216130.00	1621	293	298	591	427	211	1.00	5	1	20000.00	1318.81	...	...
Ames.....	23924.00	636	119	116	235	121	69	.64	3	1	2000.00	...	...	...
Anamosa.....	133945.00	2043	390	395	785	458	333	1.60	10	3	10500.00	1485.00	150.00	...
Atlantic.....	31310.00	1200	153	184	337	247	193	.52	...	1	7000.00	2759.00	...	...
Bedford.....	39720.00	720	154	163	317	213	115	.85	9	1	10000.00	...	...	...
Belle Plaine.....	88020.00	1488	301	328	629	225	157	1.12	9	2	3000.00	815.65	80.00	7
Birmingham.....	59215.00	626	159	137	296	260	145	2.00	8	2	1600.00	...	50.00	...
Bloomfield.....	120457.00	1553	270	295	565	478	303	.84	6	2	5000.00	...	50.00	...
Boonesboro.....	151275.00	1518	295	308	603	401	327	.69	8	2	15000.00	6021.00	225.00	...
Brighton.....	32315.00	785	173	177	350	300	225	1.04	9	1	9000.00	790.97	40.00	...
Brooklyn.....	49176.00	971	159	192	351	325	148	.68	9.5	1	8000.00	1640.45	40.00	...
Camanche.....	55656.00	840	150	154	304	173	120	1.12	6	1	4000.00	...	75.00	...
Cedar Falls.....	308092.00	3070	521	587	1108	829	470	60	9.8	1	25000.00	2122.17	100.00	...
Chariton.....	256121.00	1728	270	277	547	378	305	1.24	8	1	25000.00	3450.00	145.00	1
Charles City.....	212302.00	2166	352	415	767	486	348	.68	9	1	15000.00	1505.60	...	...
Clarinda.....	100886.00	1022	190	204	394	350	240	1.42	9	2	4000.00	1021.66	590.00	215
Clinton.....	741815.00	6129	825	987	1812	1450	1080	1.00	10	5	50000.00	8420.90	128.00	...
Corydon.....	47675.00	618	123	116	239	179	50	1.06	10	1	1200.00	200.00	...	1
Council Bluffs.....	3158615.00	10020	1527	1655	3182	1210	804	1.48	10	7	101700.00	43516.76	300.00	260
Cresco.....	52280.00	912	131	168	299	219	131	.66	9	1	8000.00	1169.00	...	...

STATISTICS OF CITIES AND TOWNS—CONTINUED.

NAMES OF CITIES AND TOWNS.	Assessed valuation of real estate in 1870.	Population in 1870.	School Census in 1870.			Whole number of pupils enrolled in the schools during 1870.	Average daily attendance during 1870.	Cost of tuition per month.	No. months of school.	No. of school-houses.	Value of school-houses.	Am't paid for building purposes during 1870.	Value of school apparatus.	No. volumes in school-district library.
			Males.	Females.	Total.									
Davenport.....	\$ 2894235.00	20038	3414	3706	7120	3556	2106	\$1.64	10	9	\$ 125000.00	\$ 23833.19	\$ 1000.00	100
Decorah.....	201980.00	2110	934	373	707	576	397	....	10	1	20000.00	1895.95	75.00	60
East Des Moines.....	.....	.....	685	655	1340	765	561	1.56	8	1	30000.00	2939.30	.....	1
West Des Moines.....	1641223.00	12035	1079	1189	2268	1205	1007	1.32	9.5	3	150000.00	25000.00	.....	400
De Witt.....	221650.00	1749	296	355	651	350	290	4.08	8.5	1	20000.00	.....	800.00	60
Dubuque.....	3365685.00	18434	3050	3405	6455	2653	2207	1.08	10	10	165500.00	2015.90	200.00	150
Elkader.....	97656.00	697	157	151	308	211	154	.75	10	1	15000.00	2454.65	.....	.....
Estherville.....	8965.00	168	60	50	110	110	80	.20	7	2	1000.00	200.00	.....	.....
Fort Dodge.....	282195.00	3095	553	597	1150	890	888	.60	10	3	49000.00	4179.58	.....	.....
Glenwood.....	139426.00	1291	279	288	567	370	194	1.24	9.9	1	20000.00	1425.30	130.00	.....
Grinnell.....	114707.00	1482	198	256	454	327	274	1.36	10	1	12000.00	.....	100.00	12
Guttenberg.....	96627.00	1040	246	241	487	214	82	.66	10.5	1	3000.00	.....	75.00	.....
Hamburg.....	64390.00	1431	223	270	493	218	160	1.62	6	1	4000.00	1484.97	50.00	.....
Hampton.....	5563.00	588	120	89	209	160	125	....	8	1	8000.00	600.00	.....	125
Independence.....	476995.00	2945	456	548	1904	555	419	.84	10	3	25250.00	14215.00	50.00	5
Indianola.....	198993.00	1428	282	278	560	460	275	.84	9	1	20000.00	.....	300.00	.....
Iowa City.....	891157.00	5914	1049	1145	2194	713	585	1.92	9	4	55000.00	2457.87	100.00	.....
Jefferson.....	109784.00	779	129	122	251	212	155	1.16	9	1	1500.00	840.32	80.00	670
Keokuk.....	2801021.00	12766	2325	2491	4816	2026	1428	1.20	9.5	6	110000.00	11574.93	250.00	.....
Knoxville.....	129238.00	800	377	407	784	430	274	.97	9	1	10000.00	.....	.....	.....
Lansing.....	162162.00	1755	301	311	612	434	264	2.08	0.5	1	7000.00	62.75	70.00	1
Leon.....	51583.00	820	184	189	373	265	171	.60	10	1	4000.00	117.70	200.00	10
Le Claire.....	102200.00	1093	287	259	496	258	141	.60	9	2	6500.00	8000.00	40.00	.....
Lyons.....	877809.00	4044	754	800	1558	1144	654	.48	10	3	30000.00	.....	.....	.....

Marengo	1093	285	273	558	475	348	\$.96	10	1	\$	15000.00	\$	1475.00	.....	.....
Maquoketa	1756	812	298	610	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....
Mason City	1183	172	212	324	255	124	.52	9	1	2000.00	.....	.....	.....	.....	.....
Marion	1822	310	343	653	541	347	.88	9	4	3500.00	.....	4798.49	\$	125.00	.....
McGregor	2074	429	457	886	534	380	.96	10	4	24000.00	.....	.....	.....	.....	24
Mitchell	800	167	177	344	257	178	.92	8.5	3	9000.00	.....	92.65	.....	75.00	.....
Montana	2415	360	308	688	523	363	.86	7	2	13000.00	.....	.....	.....	.....	.....
Montezuma	555	136	144	280	280	195	.80	9.5	1	6000.00	.....	220.29	.....	100.00	.....
Mt. Avr	422	72	82	154	114	71	1.12	8	2	1600.00	.....	.....	.....	50.00	.....
Mt. Pleasant	4245	691	751	1442	968	829	.92	10	3	36000.00	.....	873.76	.....	150.00	.....
Muscatine	6718	1254	1243	2497	1350	1200	.60	10.5	2	24000.00	.....	4031.74	.....	300.00	.....
Nashua	817	119	124	243	183	119	.48	9	1	14000.00	.....	788.39	.....	50.00	.....
Newton	1983	391	391	782	506	337	.76	9	6	10000.00	.....	170.00	.....	50.00	.....
Onawa	478	70	60	130	100	80	.82	10	2	3000.00	.....	.....	.....	50.00	60
Osage	1400	225	225	450	289	188	.60	9.7	3	5500.00	.....	.....	.....	.....	.....
Osceola	1298	204	215	419	400	278	.60	9	1	22000.00	.....	.....	.....	79.00	.....
Oskaloosa	3204	572	593	1165	913	529	1.20	9	3	75000.00	.....	21683.90	.....	350.00	20
Ottumwa	5214	854	859	1713	750	610	1.77	10	2	36000.00	.....	.....	.....	400.00	15
Parona	504	106	115	221	145	116	.64	8	1	3000.00	.....	1100.00	.....	100.00	.....
Pella	1909	497	553	1050	678	321	1.16	11	1	6500.00	.....	1515.00	.....	.....	.....
Quincy	283	81	83	164	123	64	1.60	9	1	800.00	.....	.....	.....	.....	.....
Red Oak Junction	1315	225	234	459	333	235	1.16	.....	2	22400.00	.....	12678.45	.....	25.00	.....
Sidney	817	185	193	383	202	113	1.94	10	2	5000.00	.....	.....	.....	200.00	5
Sigourney	992	210	227	437	405	255	.73	6	1	18000.00	.....	2305.00	.....	.....	.....
Tama	1161	174	166	340	340	149	1.12	8.5	2	18500.00	.....	.....	.....	100.00	3
Tipton	1246	225	260	485	400	340	.88	10	2	10000.00	.....	.....	.....	60.00	50
Toledo	888	179	175	354	247	178	1.08	10	1	4000.00	.....	40.61	.....	255.00	1
Vinton	2460	305	390	695	650	575	.88	10	1	22000.00	.....	.....	.....	.....	.....
Wapello	870	169	170	339	220	149	.52	10	2	3000.00	.....	1025.57	.....	.....	.....
Washington	2575	440	514	954	778	437	.64	9	4	20000.00	.....	.....	.....	100.00	4
E. Waterloo	4337	331	393	724	481	351	1.00	10	2	1600.00	.....	9095.21	.....	.....	.....
Waverly	2291	414	426	840	713	.....	.40	10	4	9000.00	.....	5732.51	.....	100.00	.....
Webster City	1339	252	230	482	360	246	.80	11	3	6250.00	.....	.....	.....	.....	.....
West Union	1489	222	269	491	299	292	1.75	8	1	3000.00	.....	1043.07	.....	150.00	.....
Wilton	817	208	192	400	356	200	.64	10	1	2000.00	.....	.....	.....	.....	.....
Winterset	1485	261	264	525	351	227	1.10	9	1	30000.00	.....	4891.46	.....	30.00	130

[G.]

SALARIES

Of Teachers per month, in Graded and Classified Schools.

Adel.	Afton.	Agency.	Albia.	Ames.	Anamosa.
MEN— 1 at \$80.00	1 at \$75.00 1 at 50.00	1 at \$77.77	1 at \$100.00	1 at \$35.00	1 at \$90.00
WOMEN— 4 at 40.00	3 at 35.00 1 at 40.00	4 at 32.50 2 at 21.66	1 at 35.00	1 at 35.00	5 at 35.00 1 at 30.00
Atlantic.	Bedford.	Belle Plaine.	Birmingham	Bloomfield.	Boonesboro.
MEN— 1 at \$100.00	1 at \$66.66 1 at 60.00	1 at \$100.00	1 at \$45.00	1 at \$100.00 1 at 70.00	1 at \$125.00 1 at 45.00 1 at 65.00
WOMEN— 1 at 50.00 2 at 35.00	2 at 35.00	2 at 40.00	3 at 33.33	3 at 40.00 2 at 35.00	1 at 40.00 4 at 35.00
Brighton.	Brooklyn.	Camanche.	Cedar Falls.	Chariton.	Charles City.
MEN— 1 at \$75.00	1 at \$80.00	1 at \$75.00	1 at \$120.00	4 at \$111.11	1 at \$114.28
WOMEN— 4 at 30.00	3 at 40.00	2 at 40.00 1 at 35.00	1 at 50.00 1 at 45.00 8 at 40.00	5 at 45.00	2 at 40.00 2 at 32.00 4 at 28.00
Clarinda.	Clinton.	Corydon.	Council Bluffs.	Cresco.	Davenport.
MEN— 1 at \$100.00 1 at 35.00	3 at \$96.66	1 at 60.00	1 at \$175.00 2 at 110.00	1 at \$100.00	1 at \$250.00 1 at 150.00 6 at 120.00 6 at 100.00 1 at 70.00 1 at 65.00 3 at 60.00 2 at 40.00 3 at 30.00

SALARIES OF TEACHERS—CONTINUED.

Clarinda.	Clinton.	Corydon.	Council Bluffs.	Cresco.	Davenport.
WOMEN—					
1 at 50.00	1 at 60.00	1 at 40.00	1 at 70.00	8 at 45.00	2 at 120.00
1 at 40.00	8 at 50.00	1 at 30.00	3 at 65.00	.....	1 at 100.00
4 at 35.00	21 at 40.00	.....	10 at 50.00	.....	1 at 80.00
.....	.....	.....	3 at 55.00	.....	5 at 75.00
.....	.....	.....	3 at 45.00	.....	1 at 70.00
.....	.....	.....	.....	.....	8 at 65.00
.....	.....	.....	.....	.....	4 at 60.00
.....	.....	.....	.....	.....	11 at 50.00
.....	.....	.....	.....	.....	31 at 45.00
.....	.....	.....	.....	.....	21 at 40.00
.....	.....	.....	.....	.....	1 at 30.00
Decorah.	West Des Moines.	East Des Moines.	DeWitt.	Dubuque.	Elkader.
MEN—					
1 at \$120.00	2 at 157.89	\$1 at 150.00	\$1 at 121.21	1 at \$160.00	1 at \$85.00
.....	1 at 68.42	1 at 50.00	.....	4 at 150.00	1 at 50.00
.....	1 at 60.00	.....	.....	1 at 60.00	.....
WOMEN—					
2 at 50.00	1 at 84.21	1 at 67.00	1 at 40.00	3 at 60.00	2 at 35.00
7 at 35.00	13 at 60.00	10 at 50.00	6 at 35.00	7 at 50.00	.....
.....	1 at 63.15	.....	.....	3 at 45.00	.....
.....	1 at 105.78	.....	.....	17 at 40.00	.....
.....	.....	.....	.....	7 at 35.00	.....
.....	.....	.....	.....	15 at 30.00	.....
.....	.....	.....	.....	5 at 25.00	.....
Estherville.	Fort Dodge.	Fontanelle.	Forest City.	Glenwood.	Grinnell.
MEN—					
1 at \$40.00	1 at \$120.00	1 at \$61.11	1 at \$50.00	1 at \$133.33	1 at \$120.00
.....	1 at 50.00	.....	.....	1 at 60.00	.....
WOMEN—					
1 at 33.33	1 at 70.00	1 at 35.00	1 at 33.00	1 at 40.00	1 at 60.00
1 at 25.00	2 at 60.00	.....	.....	3 at 50.00	5 at 50.00
1 at 20.00	1 at 55.00	.....	.....	.....	.....
.....	7 at 45.00	.....	.....	.....	.....
.....	1 at 35.00	.....	.....	.....	.....
.....	3 at 50.00	.....	.....	.....	.....
Guttenberg.	Hamburg.	Hampton.	Indep'nd'nce.	Indianola.	Iowa City.
MEN--					
2 at \$90.00	2 at \$60.00	1 at \$80.00	1 at \$150.00	1 at \$111.11	.....
.....
WOMEN—					
2 at 65.00	1 at 60.00	1 at 35.00	2 at 50.00	5 at 36.00	1 at \$100.00
.....	1 at 40.00	1 at 30.00	3 at 40.00	1 at 45.00	1 at 60.00
.....	.....	1 at 25.00	9 at 35.00	1 at 30.00	4 at 45.00
.....	.....	.....	1 at 30.00	.....	9 at 40.00

SALARIES OF TEACHERS—CONTINUED.

Jefferson.	Keokuk.	Knoxville.	Lansing.	Leon.	Le Claire.
MEN--					
2 at \$50.00	1 at \$225.50	1 at \$111.11	1 at \$100.00	1 at \$85.50	1 at \$65.00
.....	1 at 187.50	2 at 55.00	1 at 50.00	.....	.....
.....	1 at 187.50	1 at 50.00	.....	.....	.....
.....	2 at 125.00	.....	.....	.....	.....
.....	3 at 75.00	.....	.....	.....	.....
.....	1 at 50.00	.....	.....	.....	.....
WOMEN—					
2 at 42.50	14 at 50.00	3 at 40.00	1 at 40.00	3 at 28.50	1 at 30.00
.....	3 at 45.00	.....	6 at 30.00	.....	1 at 35.00
.....	12 at 40.00	.....	.....	.....	.....
Lyons.	Magengo.	Maquoketa.	Mason City.	Marion.	McGregor.
MEN—					
1 at \$110.00	1 at \$120.0	1 at \$120.00	1 at \$120.00	1 at \$150.00	1 at \$130.00
1 at 50.00	.....	.....	.....	1 at 100.00	1 at 70.00
WOMEN—					
1 at 50.00	3 at 40.00	1 at 50.00	2 at 35.00	6 at 35.00	1 at 55.00
2 at 40.00	1 at 42.50	5 at 30.00	.....	.....	3 at 50.00
1 at 35.00	1 at 45.00	.....	.....	.....	2 at 45.00
7 at 33.00	1 at 50.00	.....	.....	.....	4 at 35.00
Mitchell.	Montana.	Montezuma.	Monticello.	Mt. Ayr.	Mt. Pleasant.
MEN—					
1 at \$60.00	1 at \$100.00	1 at \$84.21	1 at \$133.33	1 at \$47.50	1 at \$85.00
1 at 50.00	.....	.....	.....	.....	.....
1 at 45.00	.....	.....	.....	.....	.....
1 at 40.00	.....	.....	.....	.....	.....
WOMEN—					
1 at 50.00	2 at 50.00	4 at 40.00	3 at 40.00	1 at 32.50	3 at 40.00
1 at 40.00	4 at 45.00	.....	2 at 35.00	.....	7 at 37.00
1 at 30.00	2 at 40.00	.....	1 at 23.00	.....	1 at 35.00
.....	.....	.....	8 at 20.00	.....	5 at 28.00
Muscatine.	Nashua.	Newton.	Onawa.	Osage.	Osceola.
MEN—					
1 at \$120.00	1 at \$50.00	1 at \$100.00	1 at \$80.00	1 at \$75.00	1 at \$133.33
1 at 80.00	.....	1 at 45.00	.....	.....	.....
1 at 50.00	.....	1 at 50.00	.....	.....	.....
.....	.....	1 at 40.00	.....	.....	.....
WOMEN—					
1 at 50.00	3 at 35.00	6 at 45.00	1 at 50.00	5 at 35.00	4 at 40.00
1 at 45.00	.....	3 at 40.00	.....	.....	.....
5 at 40.00	.....	.....	.....	.....	.....
7 at 35.00	.....	.....	.....	.....	.....
5 at 30.00	.....	.....	.....	.....	.....

SALARIES OF TEACHERS--CONTINUED.

Oskaloosa.	Ottumwa.	Panora.	Pella.	Quincy.	Red Oak Junction.
MEN— 1 at \$133.33 1 at 50.00	1 at \$150.00 1 at 100.00	1 at \$50.00	1 at \$72.72 2 at 55.55	1 at \$60.00 1 at 50.00	1 at \$120.00
WOMEN— 10 at 50.00 5 at 40.00	1 at 70.00 1 at 65.00 1 at 55.00 2 at 50.00 3 at 45.00 3 at 40.00	1 at 35.00	1 at 48.63 1 at 88.18 5 at 30.00	1 at 30.00 1 at 27.00	4 at 40.00
Sac City.	Sidney.	Sigourney.	Tama.	Tipton.	Toledo.
MEN— 1 at \$883.8 1 at 450.0	1 at \$70.00 1 at 45.00	1 at \$75.00 1 at 40.00	1 at \$100.00	1 at \$111.11	1 at \$90.00
WOMEN— 1 at 40.00	1 at 32.50 1 at 27.50	4 at 40.00	1 at 500.0 3 at 350.0	6 at 24.21	5 at 30.00
Vinton.	Wapello.	Washington.	Waterloo.	Waverly.	WebsterCity
MEN— 1 at \$122.22 1 at 44.44	1 at \$75.00	1 at \$100.00 1 at 35.00	1 at \$133.32	1 at \$100.00 1 at 60.00 1 at 45.00	1 at \$100.00 1 at 90.00 1 at 75.00 1 at 35.00
WOMEN— 1 at 55.55 1 at 44.44	1 at 35.00 1 at 30.00	7 at 35.00	7 at 40.00	5 at 45.00 1 at 35.00	4 at 35.00 2 at 30.00 2 at 25.00
West Union.	Wilton.	Winterset.			
MEN— 1 at \$1000.0	2 at \$50.00	1 at \$111.11	.....	.....	.....
WOMEN— 1 at 30.00 3 at 25.00	1 at 35.00 1 at 32.50 4 at 30.00	2 at 50.00 6 at 40.00.....	.....	.....	.....

[H.]

LIST OF COUNTY SUPERINTENDENTS OF IOWA,

Whose term of office begins, January 1st, 1872.

COUNTIES.	NAME OF SUPERINTENDENT.	POST-OFFICE.
Adair.....	William E. Caton	Orient.....
Adams.....	W. P. Jeffrey.....	Corning.....
Allamakee	Thomas F. Healy	Lansing.....
Appanoose.....	J. C. Goodenough.....	Centerville
Audubon	John Hunter.....	Exira
Belton.....	H. M. Hoon	Vinton.....
Black Hawk	Wm. H. Brinckerhoff	La Porte City.....
Boone.....	P. P. Coin.....	Boonsboro
Bremer.....	Rev. H. H. Burrington.....	Waverly.
Buchanan.....	E. H. Ely.....	Buffalo Grove
Buena Vista.....	Jacob Davis.....	Newell
Butler.....	John W. Stewart	Shell Rock
Calhoun	E. L. Hobbs.....	Manson
Carroll.....	Isaac A. Beers.....	Glideen
Cass	E. D. Hawes.....	Atlantic.....
Cedar.....	Charles W. Rollins.....	Tipton.....
Cerro Gordo.....	E. C. Moulton.....	Mason City.....
Cherokee	John E. Sanders.....	Cherokee.....
Chickasaw.....	Joseph F. Grawe	Bradford
Clarke....	H. C. Ayers.....	Osceola.....
Clay.....	Josiah E. Chase	Annieville.....
Clayton.....	John F. Everall.....	Farmersburg.....
Clinton	Roswell B. Millard.....	Low Moor.....
Crawford	N. J. Wheeler.....	Delison
Dallas.....	Rev. A. E. Simons	Perry.....
Davis.....	Israel Jenkins.....	Bloomfield
Decatur.....	Jerome L. Harvey	Leon
Delaware.....	Wm. H. Martin.....	Colesburg
Des Moines.....	Thomas B. Snyder.....	Burlington.....
Dickinson	A. W. Osborne.....	Spirit Lake
Dubuque.....	J. J. E. Norman.....	Dubuque.....
Emmett	E. H. Ballard.....	Estherville.....
Fayette	M. M. House.....	West Union
Floyd.....	J. W. Merrill	Charles City.....
Franklin.....	J. Cheston Whitney.....	Hampton
Fremont.....	Robert Simons.....	Hamburg.....
Greene	A. R. Mills	Jefferson.....
Grundy	J. Morris Rea.....	Grundy Center.....
Guthrie.....	James H. Meek.....	Guthrie
Hamilton.....	Rev. J. A. Potter.....	Homer
Hancock	B. F. Scott.....	Garner.....
Hardin.....	Frank A. Moore.....	Eldora
Harrison.....	George H. Demmon.....	Mondamin.....

COUNTY SUPERINTENDENTS—CONTINUED.

COUNTIES.	NAME OF SUPERINTENDENT.	POST-OFFICE.
Henry.....	George W. Thompson.....	Mt. Pleasant.....
Howard	C. F. Breckenridge.....	Cresco.....
Humboldt.....	Anson D. Bicknell.....	Rutland.....
Ida.....	Alfred Howser.....	Ida.....
Iowa.....	Charles Fletcher.....	Stelapolis.....
Jackson.....	Allen J. House.....	Maquoketa.....
Jasper.....	C. D. Hipseley.....	Newton.....
Jefferson.....	William H. McCracken.....	Fairfield.....
Johnson.....	George S. Hampton.....	Iowa City.....
Jones....	J. B. Champlin.....	Walnut Forks.....
Keokuk.....	Thomas Hasty.....	Richland.....
Kossuth.....	Miss M. Helen Wooster.....	Algona.....
Lee.....	James Pollard.....	Fort Madison.....
Linn.....	Wm. Langham.....	Cedar Rapids.....
Louisa.....	W. C. Sigafos.....	Columbus City.....
Lucas.....	J. P. Simpson.....	Chariton.....
Madison.....	C. C. Chamberlin.....	Winterset.....
Mahaska.....	E. Baker.....	Ferry Post-office...
Marion.....	Samuel Ridenour.....	Knoxville.....
Marshall.....	Cyrus H. Shaw.....	Marshalltown.....
Mills.....	Stephen Peebles.....	Pacific City.....
Mitchell.....	H. F. Miller.....	West Mitchell.....
Monona.....	Miss Sarah Fulton.....	Onawa.....
Monroe.....	Thomas G. Kelley.....	Albia.....
Montgomery.....	William M. Wright.....	Montgomery.....
Muscatine.....	Thomas N. Brown.....	Muscatine.....
O'Brien.....	L. E. Head.....	O'Brien.....
Page.....	Elijah Miller.....	Clarinda.....
Palo Alto.....	John J. Robins.....	Emmettsburg.....
Plymouth.....	John C. Buchanan.....	La Mars.....
Pocahontas.....	George W. Hathaway.....	Cedarville Post-office
Polk.....	Rev. J. A. Nash.....	Des Moines.....
Pottawattamie.....	G. L. Jacobs.....	Council Bluffs.....
Poweshiek.....	G. W. Cutting.....	Deep River.....
Ringgold.....	Robert F. Askxen.....	Mount Ayr.....
Sac.....	Raselas Ellis.....	Sac City.....
Scott.....	P. S. Morton.....	Davenport.....
Shelby.....	Caleb Smith.....	Harlan.....
Sioux.....	E. Johnson.....	Calliope.....
Story.....	Jeremiah H. Franks.....	Colo.....
Tama.....	Fayette Hurd.....	Orford.....
Taylor.....	David L. Chaney.....	Siam.....
Union.....	Joseph M. Milligan.....	Afton.....
Van Buren.....	Francis M. Millen.....	Mount Zion.....
Wapello.....	N. M. Ives.....	Bladensburg.....
Warren.....	Christopher B. Rogers.....	Lacona.....
Washington.....	Edwin R. Eldridge.....	Washington.....
Wayne.....	W. G. McCole.....	New York.....
Webster.....	Frank Farrell.....	Fort Dodge.....
Winnebago.....	A. L. Shay.....	Lake Mills.....
Winneshiek.....	Henry Toye.....	Ossian.....
Woodbury.....	Miss Carrie A. Bassett.....	Sioux City.....
Worth.....	F. Parker.....	Plymouth.....
Wright.....	N. F. Webber.....	Clarion.....

REPORT
OF THE
STATE UNIVERSITY
OF IOWA.

DECEMBER, 20, 1871.

DES MOINES:
G. W. EDWARDS, STATE PRINTER.
1872.

IOWA STATE UNIVERSITY, }
IOWA CITY, Dec. 20, 1871. }

TO HON. A. S. KISSELL, SUPERINTENDENT OF PUBLIC INSTRUCTION:

Agreeably to the laws of the Thirteenth General Assembly, chapter eighty-seven, section seventeen, we submit to you the following Report on the State University.

For a full account of the affairs of the University during *the last two and a half years*, you are referred to the accompanying Report of President Thacher.

Respectfully,

SAMUEL MERRILL,
President of the Board of Regents.

REPORT OF THE BOARD OF REGENTS.

The following are the names of all the officers and instructors of the University at the present time, with their salaries annexed :

George Thacher.....	\$2500
N. R. Leonard.....	1600
G. Hinrichs.....	1600
C. A. Eggert	1600
A. N. Currier.....	1600
C. A. White.....	1600
S. N. Fellows.....	1600
L. F. Parker.....	1600
A. Thomson.....	1200
G. L. Pinkham.....	1200
W. C. Preston.....	1000
Sarah F. Loughridge.....	900
Elizabeth A. Griffith.....	750
Frank E. Nipher	700
Otto Schmidt	700
L. Smith Hanna	600
W. G. Hammond.....	1400
(Plus 14-24 of the excess of the law students over \$1000.)	
C. C. Cole and W. E. Miller, each.....	500
(From the fees of the law students and 5-24 of the excess.)	
John F. Dillon.....	
W. F. Peck.....	
P. J. Farnsworth.....	
E. Clapp.....	
W. S. Robertson.....	
W. D. Middleton	
J. C. Shrader.....	
E. H. Hazen.....	

Mark Ranney.....:	
John North.....	
R. M. Pryce.....	
(The gentlemen of the Medical Department have hitherto received no compensation for their services.)	
Ezekiel Clark.....	\$ 800
W. J. Haddock.....	600
Herrmann Rupp, Janitor.....	700

N. B. For the official designations, see President's Report.

The objects named by President Thacher, in the closing part of his report, as needing Legislative support, we earnestly commend to the notice of the General Assembly, and hope that the State appropriation for the University will be as nearly as possible in proportion to the wants indicated by him.

The following statement by Wm. J. Haddock, Esq., Secretary both of the Board of Regents and of the Executive Committee, contains, it is believed, a sufficiently extensive and entirely accurate exhibit of the finances of the University.

SAMUEL MERRILL,
C. W. SLAGLE,
JOHN McKEAN,
JAMES WILSON,
WM. W. MERRITT,
AUSTIN ADAMS,
DELOS ARNOLD,
A. S. KISSELL,
GEO. THACHER.

Board of Regents.

IOWA CITY, Dec. 20, 1871.

FINANCIAL REPORT.

I. UNIVERSITY FUND.

Assets, June 20th, 1870 :

Interest bearing notes secured by mortgages on Real Estate.....	\$159,665.36
Contract notes taken in part payment of University lands sold.....	40.391.20
Contract notes taken in part payment of saline lands sold.....	2,940.49
Cash on hand.....	3,199.23
Working capital.....	\$206,196.28
Property purchased at sheriff's sale, estimated present value.....	2,000.00
University and saline lands, estimated value.....	22,380.00
Total assets.....	\$230,576.28

Assets June 20th, 1871 :

Mortgage notes on hand.....	\$165,953.99
Contract notes, (University lands sold).....	35,216.80
Contract notes, (saline lands sold).....	2,355.49
Working capital.....	203,526.28
Property purchased at sheriff's sale.....	2,100.00
University and saline lands.....	27,300.00
Total assets.....	\$232,926.28

The foregoing exhibit does not include the grounds and buildings of the University used for school purposes.

The report for June 20th, 1871, shows a shrinkage during the year in the "working capital" of..... \$2,670.00

This arises from losses in Lucas county through E. T. Edginton, and a loan of \$400 to J. J. Sanders of this place. These claims are undoubtedly worthless to the University, the courts having decided that the University had no claim on the property mortgaged, and the sum of these claims has been deducted from the assets. Several old claims of doubtful worth have been settled up during the last three years, but there are still some on the books from which the University will probably never realize anything.

The unsold lands of the University are located as follows:

Decatur county, University lands, acres.....	1440
Davis county, " " "	880
Hardin county, " " "	120
Lucas county, " " "	600
Wapello county, " " "	280
Warren county, " " "	80
Appanoose county, Saline lands	1760
Decatur county, " "	280
Lucas county, " "	1000
Monroe county, " "	160
Wayne county, " "	560
Donations by citizens of Iowa City.....	680
Total.....	7840

Estimated value, June 20, 1871.....\$27,300

In 1868 it was deemed advisable by the Board of Trustees to discontinue the sales of University lands, believing that the natural increase in their value would exceed the interest on the money for which they might be sold.

The estimate of value is based upon information received from the various counties in which the lands are located.

FINANCIAL REPORT.

II.—INCOME FUND.

We here exhibit a report of all the appropriations made to the State University since its re-organization in the year 1860.

All the earlier appropriations herein referred to, were at various

sessions of the Legislature reported in detail, and the vouchers exhibited, but as these reports were not all printed, and as the members of the present Legislature may desire to have the fullest information on this subject, it is thought best to exhibit fully and in detail the expenditures of all the sums received from the State, since the date named.

To enable those interested the more readily to understand the purposes for which the sums specified were expended, we classify the expenditures, and give the items and dates thereof.

LIST OF APPROPRIATIONS.

An appropriation for new building March 24th, 1864.
See laws of 10th General Assembly, page 80..... \$20000 00

An appropriation to complete and repair the buildings of the University, March 31, 1866. See laws 11th General Assembly, page 77—itemized as follows:

Completing Chapel.....	\$ 13000 00
Slate roof, main hall.....	3000 00
Heating apparatus.....	2000 00
Heating apparatus.....	1500 00
Painting building.....	1500 00
Total.....	<u>\$41000 00</u>

Here following, we exhibit the expenditures of the above appropriation for the objects named, amounting to.....	\$44027 43
Appropriation	<u>41000 00</u>
Balance	\$3027 43

This excess over the appropriations was donated by the citizens of Iowa City.

Account of money expended on new University building and repairs to main and south buildings:
1865.

April 28.	195.	R.S.Finkbine, pay of hands as per book	\$ 334 55
May 10.	198.	R.S.Finkbine, pay of hands as per book	124 60
13.	199.	John Bealer, dimension stone.....	213 52
13.	201.	R. S. Finkbine, pay of hands as per book	102 50
20.	204.	D. Borts & Co., masonry.....	500 00
27.	211.	R. S. Finkbine, pay of hands.....	165 00
27.	210.	J. Bealer, dimension stone.....	244 07
June 3.	228.	D. Borts & Co., masonry.....	500 00
3.	230.	Wm. Crum, paste.....	8 25
3.	231.	R. Musser & Co., lumber.....	48 33
3.	233.	R. Stewart, window framer.....	90 00
10.	234.	R. S. Finkbine, pay of hands as per time book....	152 25
17.	242.	J. Bealer, dimension stone.....	298 40
24.	245.	D. Borts & Co., masonry,.....	800 00
24.	245.	R. S. Finkbine, pay of hands.....	143 80
30.	252.	N. Dalshut, smith work.....	22 70
July 1st.	261.	D. Borts & Co., masonry.....	490 00
8.	286.	R. S. Finkbine, pay of hands on pay roll.....	117 15
3.	272.	R. S. Finkbine, superintendency and sundries.....	290 30
17.	288.	Wood, Lama & Co., lumber and rail- road freight.....	165 45
17.	292.	T. Sanxay, nails.....	1 27
24.	293.	R. S. Finkbine, pay of hands per time book.....	163 50
29.	295.	M. Borts, brick work.....	37 75
July 31.	299.	J. Bealer, dimension stone.....	364 00
Aug. 11.	302.	R. S. Finkbine, pay of hands.....	257 50
11.	303.	R. Musser & Co., lumber.....	225 08
12.	304.	J. Beeler, dimension stone.....	268 80
14.	305.	D. Borts & Co., masonry.....	60 40

Aug.	16.	306.	J. Beeler, dimension stone.....	\$ 227 48
	19.	308.	R. Musser & Co., lumber.....	525 91
	19.	309.	M. Borts, brick work.....	480 00
	21.	310.	R. S. Finkbine, pay of hands.....	235 85
	31.	311.	R. Harrison, plastering treasury vault.	38 15
Sept.	2.	312.	R. S. Finkbine, pay of hands.....	204 35
	7.	315.	J. Bealer, dimension stone.....	279 20
	7.	316.	R. Munson & Co., lumber.....	470 54
	11.	317.	John Goetz, lime.....	224 00
	11.	318.	Pierson & Avery, lumber.....	310 02
	16.	324.	R. S. Finkbine, pay of hands.....	304 80
	16.	325.	M. Borts, brick work.....	240 00
	17.	327.	N. Chapin, roof irons.....	159 00
	20.	328.	T. P. Jones, carpenter work.....	19 85
	22.	330.	N. Oaks, brick.....	1308 00
	22.	332.	S. E. Paine, freight on roof.....	18 50
	23.	333.	R. S. Finkbine, sundry bills paid.....	94 40
	23.	334.	M. Borts, brick work.....	96 00
	26.	336.	J. Bealer, dimension stone.....	300 00
	29.	337.	M. Borts, brick work.....	180 00
Oct.	2.	339.	R. S. Finkbine, pay of hands.....	274 55
	7.	343.	M. Borts, brick work.....	108 00
	7.	345.	Finkbine & Lovelace, window frames.	1003 50
	9.	347.	Wm. Crum, lumber.....	62 33
	16.	351.	R. S. Finkbine, pay of hands.....	259 55
	16.	352.	A. Jones, iron columns.....	117 00
	25.	354.	John Goetz, lime contract.....	128 00
	25.	353.	Borts, brick work.....	120 00
	28.	355.	R. S. Finkbine, pay of hands.....	162 00
Nov.	1.	357.	R. Musser, lumber.....	162 00
	2.	358.	F. Kimball, timber.....	42 60
	4.	360.	J. Bealer, dimension stone.....	221 60
	4.	361.	M. Borts, brick work.....	216 00
	11.	363.	R. S. Finkbine, pay of hands.....	348 50
	13.	364.	M. Borts, brick work.....	200 00
	16.	367.	Geo. Vail & Co., R. R. frt. on slate...	346 70
	18.	371.	M. Borts, brick work.....	200 00

XII

REPORT OF THE BOARD OF REGENTS.

[No. 7.

Nov.	20.	372.	Wm. Windrem, team work.....	\$ 160 00
	25.	379.	R. S. Finkbine, pay of hands.....	318 23
	27.	380.	Wm. Windrem, hauling sand and water	42 60
	27.	381.	M. Borts, brick work.....	359 79
	27.	382.	N. Oaks, brick.....	1242 00
	27.	383.	Irving Hall, brick.....	71 25
	27.	384.	John Bealer, dimension stone.....	242 68
	27.	385.	John Goetz, lime.....	118 39
Dec.	1.	392.	R. S. Finkbine, pay of hands.....	103 25
	11.	417.	H. D. Carson, grading.....	3 50
	11.	416.	Hass & Son, plaster paris.....	6 50
	11.	418.	Coldren & Co., nails.....	9 50
	11.	419.	R. S. Finkbine, Superintending.....	650 00
	16.	422.	Choate & Co., tin work.....	231 63
	16.	420.	R. Musser & Co., lumber.....	362 04
1866.				
Jan.	19.	432.	N. Dolshut, smith work.....	88 55
	19.	439.	T. Sanxay, nails	143 25
	19.	447.	Geo. O. Vail & Co., slate roof.....	171 92
	19.	451.	Geo. O. Vail & Co., slate roof.....	730 82
				20,933 16

This includes the amount expended under the first appropriation made March 24, 1864.

April.	28.	561.	Page & Sprague, lead, glass and putty.\$	391 02
	28.	562.	E. Hunt & Sons, hardware.....	128 90
	28.	563.	Pearson & Avery, lumber.....	357 45
	28.	564.	Stearns & Co., stucco.....	13 50
	28.	565.	L. E. Paine, railroad freights.....	48 34
	25.	566.	E. L. Matten, newels.....	36 00
	28.	567.	Sutherland & Co., hard wood timber..	40 90
	28.	568.	M. T. Close & Co., linseed oil.....	65 25
	28.	569.	R. S. Finkbine, expenses to Chicago..	44 20
	28.	570.	H. Brown, work on stairs.....	60 00
	28.	571.	R. S. Finkbine, pay of hands.....	249 58

J Bealer, cut stone.....	\$ 144 40
W. C. Anthony, lumber.....	1313 31
H. Brown, work on stairs.....	50 00
	<hr/>
	23,856 31

May.	12.	582.	E. C. May, plastering.....	\$ 100 00
		583.	R. S. Finkbine, pay of hands.....	353 33
	19.	585.	Hutchison & Co., painting.....	104 00
		586.	M. Borts, stone work.....	105 45
	19.	595.	Hall & Winch, balusters.....	49 85
	19.	597.	S. E. Paine, R. R. freight.....	131 45
	19.	596.	W. N. Chalfont, planing lumber.....	59 32
	19.		J. Kimball, drayage.....	4 75
	19.	598.	F. Epeneter, painting.....	7 88
	26.	598.	A. Rowley, lightning rods.....	172 80
	26.		U. S. Express Co., freight on hardware	4 85
	26.	604.	S. E. Paine, R. R. freight.....	24 70
	26.	609.	R. S. Finkbine, pay of hands.....	323 63
	26.	605.	F. Letz & Co., iron columns.....	126 22
	26.	608.	H. Brown. work on stairs.....	50 00
	26.	607.	E. C. Way, plastering.....	200 00
	26.	604.	Wm. Windrem, lime.....	52 40
June.	2.	610.	Choote & Taylor, tin work.....	94 47
	2.	626.	J. E. Bealer, cut stone.....	231 12
	9.	637.	R. S. Finkbine, pay of hands.....	356 15
	9.	634.	H. Brown, work on stairs.....	40 00
	9.	636.	R. C. Way, plastering.....	100 00
	9.	635.	F. Letz, iron brackets.....	1 00
	9.	623.	Prof. Hinrichs, expenses to Ann Arbor.	50 00
	20.	638.	Jerne & Unini, frescoing	500 00
	25.	641.	Geo. Vail & Co., freight on slate....	9 35
	25.	642.	Berryhill & Co., plastering hair.....	11 50
	25.	644.	C. A. Vogt, brick.....	42 30
	25.	646.	E. C. Lyon, R. R. freight..	1 30
	25.	647.	Finkbine & Lovelace, machine work..	92 63
	25.	645.	H. Brown, work on stairs.....	32 00

June.	25.	648.	R. S. Finkbine, pay of hands.....\$	379 50
	25.	643.	Fuller & Warner, furnaces.....	315 00
July	5.	660.	R. Musser & Co., lumber.....	399 63
	5.	661.	S. E. Paine, R. R. freight	49 10
	5.	662.	E. Cook, stained glass.....	300 00
	5.	663.	Jerne & Unini, frescoing	293 55
	5.	664.	E. C. Way, plastering	396 75
	8.	672.	R. S. Finkbine, pay of hands.....	365 81
	14.	692.	Prof. Hinrichs, ex. to New Haven....	53 00
	14.	717.	Wm. Windren, hauling sand and water	150 75
	14.	708.	Wm. Loner, lime	148 50
	14.	721.	W. C. Anthony, lumber	21 39
	14.	755.	Shepard & Hess, glass and nails.....	20 75
	14.	700.	E. Cook, stained glass.....	255 00
	14.	701.	J. Harris, sash and brackets	379 60
	14.	797.	H. Brown, work on stairs	48 00
	14.	698.	S. E. Paine, gas pipe	178 50
	14.	675.	T. Sanxay, hardware and nails.....	225 28
	21.	712.	S. E. Paine, R. R. freight.....	8 35
	21.	710.	H. Brown, work on stairs.....	120 00
	21.	714.	Page & Sprague, white lead.....	139 80
	21.	715.	R. S. Finkbine, pay of hands.....	222 75
	21.	716.	R. S. Finkbine, services as Superinten- dent.....	420 80
Aug.	15.	722.	Hutchinson & Co., painting	114 36
	14.	724.	B. Mahana, painting	80 00
	14.	724.	R. S. Finkbine, pay of hands.....	150 75
	14.	727.	Rigg & Son, paints.....	27 37
	14.	728.	B. Mahana, painting	75 00
	14.	730.	Prof. Hinrichs, chemical apparatus	187 77
	14.	732.	Prof. Hinrichs, express on apparatus..	18 10
	29.	733.	Rigg & Son, paints.....	9 30
	29.	734.	Fuller & Warren, furnaces.....	822 67
	29.	735.	U. S. Express Co., freight	8 95
	29.	736.	J. Borland, turning.....	9 75
	29.	737.	D. Borts & Co., cistern	75 00
	29.	738.	Page and Sprague, paints	75 86

Aug.	29.	739.	E. Hunt & Sons, hardware.....	\$ 27 42
	29.	740.	Geo. Vail & Co., slate roof.....	390 00
	29.	741.	R. S. Finkbine, pay of hands.....	136 88
Sept.	1.	746.	J. Stine, sand.....	9 80
	1.	746.	R. S. Finkbine, pay of hands.....	164 27
	1.	743.	Geo. Shockley, marble slab	20 00
	1.	750.	B. Mahana, painting	70 00
	1.	773.	S. E. Paine, railroad freight	4 00
	1.	750.	M. W. Davis, paints.....	17 30
	1.	745.	W. C. Anthony, lumber.....	253 32
	1.	752.	M. T. Close, oil.....	68 00
	1.	749.	Geo. Vail & Co., slate.....	404 05
	1.	751.	R. Musser & Co., lumber.....	74 29
	1.	762.	Geo. Vail & Co., slate roof.....	528 17
	1.	699.	J. E. Bealer cut stone	340 90
	1.	744.	Wm. Windrem, hauling	22 20
	1.	747.	E. Cook, stained glass.....	800 00
	16.	758.	S. E. Paine, R. R. freight.....	6 25
	16.	761.	W. A. Morrison, glass bill.....	93 20
	16.	763.	B. Mahana, painting	198 05
	16.	758.	Hutchinson & Co., painting.....	115 00
	16.	760.	J. Borland, turning.....	49 52
	16.	764.	R. S. Finkbine, pay of hands.....	293 11
	28.	774.	" " "	154 30
	28.	772.	Philip Bradley, drayage.....	4 50
	28.	775.	P. Miller, water-tank	26 00
	28.	779.	Rigg & Son, paints.....	28 02
	28.	831.	S. E. Paine, R. R. freight.....	1 25
	28.	776.	F. Letz & Co., iron brackets.....	15 25
Oct.	13.	805.	R. S. Finkbine, pay of hands.....	124 49
	13.	831.	S. E. Paine, R. R. freight.....	6 25
	13.	806.	Haas & Son, cement.....	13 00
	13.	781.	E. A. Nixon, laboratory tables.....	60 00
	13.	808.	Finkbine & Lovelace, machine work..	122 80
	13.	782.	M. Borts, masonry.....	61 20
	13.	788.	R. M. Bixby, laboratory fixtures.....	79 85
	13.	809.	John Malay, drayage.....	5 00

Oct.	13.	807.	Page & Sprague, glass.....	\$ 48 10
	13.	788.	W. C. Anthony, lumber.....	335 74
Nov.	24.	816.	George O. Vail, slate roof.....	372 42
		818.	J. P. Sanxay, hardware.....	148 66
		811.	P. Bradley, drayage.....	21 25
		812.	A. Skeel, settees.....	182 00
		814.	R. S. Finkbine, pay of hands....	142 25
		823.	Shepherd & Hess hardware.....	45 77
		833.	Rigg & Son, paints.....	1 85
		831.	S. E. Paine, railroad freight.....	22 42
		813.	R. S. Finkbine, services as Sup't....	289 37
		815.	E. Cook, stained glass.....	200 50
		821.	R. Musser, lumber.....	22 03
		820.	M. W. Davis, paints.....	43 45
		810.	Page & Sprague, paints.....	15 75
		822.	R. M. Bixby, tin-work.....	145 54
		825.	W. C. Anthony, lumber.....	40 40
		804.	B. Mahana, painting.....	95 00
		819.	Hutchinson & Son, painting.....	325 19
		696.	J. Kimball, drayage.....	4 50
		783.	S. E. Paine, gas-pipe.....	164 40
		796.	George Shockey, marble slabs.....	33 00
		824.	N. Dalshut, iron work.....	8 15
Dec.	4.	834.	M. Cropper, laboratory tables.....	100 00
		835.	Coldren & Co., nails.....	6 30
			Wm. Crum, brick.....	44 60
		847.	S. E. Paine, gas-pipe and fixtures....	570 00
1867.				
Jan.	18.	871.	A. Jones, castings.....	68 15
		934.	A. Jennings, drayage.....	30 75
			S. E. Paine, gas fixtures.....	550 00
			Close & Brother, oil.....	9 50

\$42710 23

Paid for plans.....	\$ 200 00
Dubuque Times, advertising.....	3 00
Robertson, printing notice.....	3 00

Burlington Hawkeye, advertising	\$	2	25
Davenport Gazette, advertising		2	25
Express pr. Treasurer's books		4	70
Exchange on \$10,000, pr. Treasurer's books		25	00
Exchange on \$10,000, pr. Treasurer's books		25	00

Value of material donated by Iowa City, used in building, estimated at same price paid contractors :

72,000 brick, at \$7.50 per 1000	540	00
347 feet cut stone, \$1 per foot	347	00
220 feet cut stone, 75 cents per foot	165	00
Total cost	44027	43

Statement showing the cost of repairs to South and Central halls, included in the aggregate of \$44,027.43.

Page and Sprague, white lead.....	139	80
B. Mahana, painting	518	05
Rigg & Son, paint.....	59	69
Page & Sprague, paint.....	75	86
Sundry persons, carpenter work on central roof.	11	00
R. Musser & Co., lumber.....	66	00
Sundry persons, drayage.....	9	00
M. T. Close & Co., linseed oil.....	77	50
S. E. Paine, R. R. freight.....	4	00
I. Annas, carpenter work.....	20	00
H. Smith, carpenter work.....	20	00
I. York, labor.	15	53
W. A. Morrison, glass.....	7	10
From new building, lumber.....	32	00
John Borland, ripping lumber.....	4	00
R. M. Bixby, tin work.....	127	09
R. Musser & Co., lumber.....	11	29
K. A. Powell, carpenter work.....	7	50
J. P. Sanxay, nails.....	25	00
D. Ham, repairing lock.....	1	00
Geo. O. Vail & Co., slate roof on Central hall..	1694	64
	\$	2626 55

Statement showing the contract on the erection of new buildings, and repairs on Central and South Halls.

Borts & Company—written contract for basement walls of new building:

CR.

By 939 6-16 perch masonry, \$2.50.....	\$	2,348	40
By paving, 5 area ways, \$.40.....		2	00
			<hr/>
		2,350	40

DR.

1865.

May 17.	Cash on estimate, No. 1.....	\$	500	00
June 3.	“ “ 2.....		500	00
20.	“ “ 3.....		800	00
July 1.	“ “ 4.....		490	00
Aug. 14.	“ “ 5.....		60	40
				<hr/>
			2,350	40

Finkbine & Lovelace, contract on written proposition for window frames:

1865.

CR.

Oct. 2	By 15 frames, at \$16 50	247	50
	By 18 frames, at \$42 00.....	756	00
			<hr/>
		1,003	50

DR.

To warrant No. 345.....	1,003	50
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John Bealer—contract for dimension stone.

1865.

CR.

Aug. 17.	By 1,137 1-12 feet, @ \$1.00.....	1137	00
Nov. 27.	1326 4-12 feet, @ \$1.00.....	1326	33
Nov. 27.	231 feet, @ 85cts.....	196	35
			<hr/>
Total.....		2659	70

1865.	Dr.		
May 13.	199.	To cash.....	\$213 53
27.	210.	“	244 07
June 17.	242.	“	298 40
July 29.	290.	“	364 00
Aug. 12.	304.	“	268 80
16.	306.	“	227 48
Sept. 7.	315.	“	279 20
23.	336.	“	300 00
Nov. 4.	360.	“	221 60
27.	384.	“	242 68—\$ 2659 76

M. Borts—contract for laying brick.

1865.	CR.	.
July 26.	Laying 645,481 brick, @ \$3 00 per M.....	1936 43
	Extra compensation on 150,510, @ \$1 20 per M.	180 61
	Setting windows, \$4 00; 15 perches masonry, \$33 75.....	37 75
	Setting, capping, and dressing stone	7 75
	Extra allowance for lost time	75 00
	Total.....	2237 54

1865.	Dr.		
Jan. 26.	295.	To cash.....	37 75
Aug. 19.	309.	“	480 00
Sept. 16.	325.	“	240 00
23.	334.	“	96 00
29.	337.	“	180 00
Oct. 7.	343.	“	108 00
21.	353.	“	120 00
Nov. 4.	361.	“	216 00
11.	364.	“	200 00
18.	371.	“	200 00
27.	381.	“	359 79— 2237 54

John Goetz—written contract for lime.

1865.					CR.
May	27.		By 1175 78-80 bu. lime@40.....	\$470 39	
1865.			DR.		
Sept.	10.		To cash.....	\$244 00	
Oct.	24.	354.	"	128 00	
Nov.	27.	385.	"	118 39—470 39	

N. Oaks—written contract for brick.

1865.					CR.
Nov.	27.		By 360,000 brick@\$7 50.....	2700 00	
1865			DR.		
Sept.	22.	330.	To cash.....	1308 00	
Nov.	27.		"	1242 00	
			" for damage	150 00—\$2700 00	

Geo. O. Vail, Buffalo, N. Y.—contract for slate roof on new building.

1865.					CR.
			By 90 ft. iron@60c.....	54 00	
			By 67 87-100 sqs. slate roof \$17 79 1204 79—1258 79		
1865.			DR.		
Nov.	16.	367.	To cash.....	\$346 70	
Dec.	9.	447.	"	171 92	
1866.					
Jan.	19.	451.	"	730 82	
	19.		" for freight bill.....	9 35 1,258 79	

Contracts on new building and repairs to South and Central building.

I. Hugh Brown, for building stairs.

1866.					CR.
			By work as per contract....	400 00	
			DR.		
April	18.	570.	To cash.....	60 00	
May	12.	581.	" "	50 00	
	26.	608.	" "	50 00	

June	9.	634.	"	"	.....	\$ 40 00	
	25.	645.	"	"	.....	32 00	
July	14.	697.	"	"	.....	48 00	
	21.	713.	"	"	.....	120 00	
							\$400 00

II. E. C. Way, for plastering.

CR.							
June	26.		By plastering	3439 7-9 yds.			
			at 22 cents per yd.....		756 75		
			By plastering 4 niches at \$10		40 00		
							796 75

DR.							
May	12.	582.	To cash.....		100 00		
	26.	607.	" "	.....	200 00		
June	9.	636.	" "	.....	100 00		
July	2.	664.	" "	.....	396 75		
							796 75

III. Hutchinson, Clinton & Co., for painting:

1866. CR.							
Nov.	28.		By painting, 139 8-9 yards, at 13½c.		52 13		
			" " 113 yards, at 25 cents.		28 25		
			" " 1,549 yards, at 20c...		309 83		
			" " 471 5-9 yards, at 35...		164 99		
			" glazing, 1,078 yards, at 4c.....		43 12		
			" paints and varnish.....		60 23		658 55

DR.							
May	19.	585.	To cash.....		104 00		
Aug.	4.	722.	" "	.....	114 36		
Sept.	16.	759.	" "	.....	115 00		
Nov.	21.	819.	" "	....	325 19		\$658 55

IV. Fuller, Warren & Co., Chicago, Ill., for heating apparatus:

1866.

CR.

Aug. 29.	By Heating Apparatus as per contract.....	\$1,182 12
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DR.

May 25.	To cash paid S. E. Paine for freight.....	\$41 40
June.12. 643.	" " paid S. E. Paine, for freight.....	315 00
	" " express charges....	3 05
Aug.24. 734.	" " " "	822 67 1,182 12

V.—Messrs. Jerne & Unini Chicago, Ill., for Frescoing Chapel.

1866.

CR.

July 5.	By work as per contract.....	800 00
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DR.

May 26.	To cash paid S. E. Paine, R.R. fr't..	\$ 6 15
June 20. 638.	"	500 00
July 5. 643.	To cash.....	293 55
July 5.	" for drayage.....	30
		<hr/>
		800 00

VI.—E. Cook, Chicago, Ill., for stained glass.

1866.

CR.

Nov. 24.	By bill of glass as per contract.....	1555 50
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DR.

July 5. 662.	To cash.....	\$ 300 00
July 14. 700.	"	255 00
Sep. 1. 747,	"	800 00
Nov.24. 815.	"	200 50
		<hr/>
		1,555 50

VII.—B. Mahanna, for painting South and Central halls.

CR.

Sep. 15.	By painting as per contract.....	518 05
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Dr.

Aug. 4.	724.	To cash.....	\$ 80 00
Aug. 18.	728.	“	75 00
Sep. 1.	753.	“	70 00
Sep. 16.	763.	“	198 05
Nov. 24.	804.	“	95 00
			<hr/>
			\$518 05

VIII. Gec. O. Vail & Co., for slate roof on Central hall.

1866.	Cr.		
Sept. 17.	By 90 85-100 sqs @ 17 75....	1612 74	
	By 131 6-12 ft iron ridge @ 60c	78 90	
	By 24 sheets tin flashing @ 12½	3 00	1694 64

Dr.

Aug. 29.	740.	To Cash for freight.....	390 00
Sept. 1.	749.	“	404 05
Sept. 8.	762.	“ for freight.	528 17
Nov. 24.	816.	“	372 42— 1694 64

Statement of items and expenses of new roof on Central hall.

Lumber	122 79
Carpenter work.....	61 78
Tin work.....	67 05
Nails	25 00
Slate and slating	1694 64— 1971 26

Summary of the cost of the various items in the erection of the North Building and repairs to Central and South halls.

Excavation and grading.....	644 65
Stone masonry and stone.....	2373 74
Dimension stone.....	3888 18
Stone cutting.....	2065 80
Brick.....	3247 55
Brick work.....	2373 74
Plastering.....	834 90

Lime, sand and water.....	\$1067	44
Timber and lumber.....	5241	01
Carpenter work.....	4160	03
Labor.....	254	74
Iron and iron work.....	775	97
Marble work.....	53	00
Slate and slate work.....	2953	43
Nails and hardware.....	761	69
Glass, (plain and stained).....	1696	80
Painting and glazing.....	1116	37
Lead, oil and paints.....	800	81
Heating apparatus.....	1182	12
Tin work.....	554	59
Gas pipe and fixtures.....	1462	90
Frescoing.....	800	00
Frames, sash, brackets, etc.....	1618	22
Superintending work.....	1610	17
Settees, laboratory fixtures, and miscellaneous items.....	2946	22
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	44027	43

III. STATE APPROPRIATIONS.

Appropriation of money for the State University, March 9, 1868. See laws of the 12th General Assembly, p. 27, chap. 23.....	20,000
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The act making this appropriation provided that the money could only be drawn from the State Treasury in such sums as were necessary to meet the actual expenditures and upon vouchers filed with the Auditor of State. In accordance with this provision we make the following exhibit of the appropriation, with the number of each voucher.

SHELVING AND BOOK BINDING.

1869.

March 15.	1391.	Beach & Allen	\$	9	60	
April 10.	1410.	Lee & Bruderlin.....		129	50	
June 24.	1589.	Lee & Bruderlin.....		12	00	151 10

LAW LIBRARY.

1868.

Nov. 11.	1268.	U. S. Express Co.....	\$ 8 75	
Nov. 18.	1277.	Callahan & Cockroft.....	351 30	
Dec. 26.	1314.	“ “	215 40	

1869.

Jan. 12.	1338.	T. & J. W. Johnson & Co.	612 50	
Feb. 3.	1359.	C., R. I. & P. R. R. Co....	25 90	
May 8.	1421.	Callahan & Co.....	232 40	
May 8.	1422.	E. B. Myers.....	240 12	
May 10.	1424.	C., R. I. & P. R. R. Co....	4 60	
June 24.	1586.	J. P. Irish.....	8 00	
June 24.	1587.	Lee & Bruderlin.....	26 50	1725 47

LAW DEPARTMENT.

Sept. 28.	1238.	W. G. Hammond, salary....	100 00	
Dec. 5.	1299.	“ “	250 00	

1869.

Jan. 16.	1342.	“ “	100 00	
March 9.	1387.	“ “	250 00	
June 1.	1544.	“ “	700 00	1400 00

SOCIETY ROOMS IN SOUTH HALL.

1868.

Nov. 30.	1280.	Finkbine & Lovelace.....	\$418 75	
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1869.

Jan. 13.	1239.	Treasurer Erodelphian, fitting Hall.....	90 62½	
Mar. 29.	1396.	Hesperian Society, fitting hall.....	90 62½	600 00

REPAIRING CHAPEL ROOF.

Jan. 30.	1358.	Finkbine & Lovelace.....	400 00	
Feb. 22.	1363.	“ “	620 75	1020 75

HEATING APPARATUS IN CHAPEL.

Oct. 1.	1241.	R. M. Bixby & Bro.....	\$280 04	
9.	1252.	W. H. Shipman.....	28 00	
Nov. 7.	1264.	John Sale, Sr.....	84 06	
1869.				
Feb. 5.	1361.	R. M. Bixby & Bro.....	170 60	
Mar. 26.	1394.	".....	393 75	
June 14.	1555.	".....	22 60	\$979 05

APPARATUS NORMAL DEPARTMENT.

1868.				
Oct. 7.	1249.	Nixon & Doe.....	42 00	
Nov. 30.	1284.	Lee & Bruderlin.....	30 00	
1869,				
Jan. 7.	1333.	Beach & Allen.....	122 18	
21.	1345.	J. W. Schemerhorn.....	15 00	
Mar. 15.	1390.	Beach & Allen.....	41 50	250 68

LABORATORY FURNITURE.

1868.				
Oct. 2.	1244.	Robert Stewart.....	60 00	
7.	1248.	Nixon & Doe.....	155 15	
Nov. 7.	1262.	Paine & Co....	44 47	
30.	1281.	J. F. Luhne & Co....	140 41	
30.	1282.	Shepherd & Hess.....	27 68	
30.	1283.	F. Hohenschuh.....	45 00	
1869.				
June. 24.	1593.	R- M. Bixby & Bro.....	14 00	486 71

APPARATUS 4TH DEPARTMENT.

Jan. 21.	1348.	W. and L. E. Ginley....	250 00	250 00
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FITTING UP LAW ROOMS.

1868.				
Nov. 18.	1274.	H. O. Hutchinson & Co.	281 12	
Dec. 11.	1300.	Robert Stewart.....	697 37	
15.	1302.	R. M. Bixby & Bro.....	126 70	
18.	1305.	Nixon & Doe.....	91 00	

	24.	1312.	Hutchinson & Co.....	\$ 10 95	
	30.	1321.	U. S. Express Co.....	20 40	
1869.					
Jan.	29.	1356.	J. W. Davis, Treas.....	80 00	
March.	5.	1385.	Nixon & Doe.....	166 28	
May.	8.	1423.	Robert Stewart.....	10 75	\$1484 57

HEATING CHAPEL.

1869.					
Oct.	2.	1643.	R. M. Bixby & Bro.....	523 85	\$523 85

ZOOLOGY AND BOTANY.

Nov.	2.	1658.	C. A. White.....	26 00	26 00
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LIBRARY.

1869					
July	6.	1605.	Lee & Son.....	31 67	31 67

FURNITURE FUND.

1869.					
Aug.	31.	1624.	Lee & Son.....	46 25	46 25

FUEL.

Oct.	2.	1635.	A. Fletcher.....	161 00	
Oct.	2.	1638.	Paine & Marshall.....	310 00	
Oct.	27.	1647.	A. Fletcher.....	167 56	\$638 56

LABORATORY.

	2.	1636.	Finkbine & Lovelace.....	165 00	\$165 00
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INCIDENTALS.

Aug.	5.	1617.	Postage.....	22 50	
July	16.	1605.	Lee & Son.....	19 55	
Aug.	31.	1624.	Lee & Son.....	17 70	
	25.	1671.	F. Epeneter.....	52 00	
July	28.	1615.	U. S. Express Co.....	2 00	
	26.	1610.	Nixon & Doe.....	19 40	
	26.	1609.	S. E. Paine.....	36 20	169 35

1869.

Aug.	23.	1620.	Railroad Company.....	\$ 1 60	
Oct.	2.	1634.	Anistena Ruppin.....	4 00	
July	23.	1608,	N. H. Brainard.....	29 00	
Nov.	1.	1637.	Paine & Co.....	5 80	
	1.	1657.	Paine & Co.....	23 80	
July	20.	1607.	A. Mather.....	21 50	
Sept.	20.	1629.	J. Sale, jr.....	47 50	
Oct.	2.	1633.	Modus Grotz.....	13 12½	
Oct.	5.	1641.	F. Ferfuss.....	24 25	
Nov.	2.	1653.	Gorley & Co.....	25 85	
	1.	1652.	A. N. Currier.....	6 25	
	4.	1655.	John Remick.....	8 50	
Oct.	28.	1649.	Modus Grotz.....	5 75	
Nov.	3.	1654.	Ballard & Huff.....	42 00	
	28.	1648.	F. Epeneter.....	16 58	
Sept.	18.	1627.	F. Epeneter.....	14 00	\$458 85½

GEOLOGICAL CABINET.

July.	17.	1619.	Nixon & Doe.....	48 00	
Sept.	24.	1632.	M. Reno & Son.....	5 50	
	20.	1628.	Water closets.....	74 95	128 45
1869.					
July	14.	1604.	Irving Institute.....	\$160.00	
	31.	1616.	U. S. Express Co.....	39.78	
Aug.	31.	1623.	Prof. W. G. Hammond....	139.34	
Dec.	21.	1701.	Scientific Periodicals.....	99.10	
	1.	1690.	U. S. Express Co.....	11.50	
Nov.	20.	1670.	J. C. Buttre.....	28.00	
	20.	1669.	C. G. Brewster.....	51.87	
	20.	1668.	J. F. Looney & Co.....	169.00	
Dec.	1.	1689.	W. G. Hammond.....	185.56	
Nov.	20.	1667.	Littell, Brown & Co.....	112.50	
	20.	1666.	L. Martin & Co.....	72.14	
	20.	1665.	E. B. Benjamin.....	257.40	
	20.	1664.	B. Westerman.....	81.28	
	20.	1663.	Gesberg & Hasselhurst....	480.82	
Oct.	26.	1646.	Mills & Co.....	\$219.74	

Nov. 19. 1662.	“	“	.....	325.00	
				<hr/>	544 74
					<hr/>
					\$ 2433 03

Appropriation by Twelfth General Assembly.

MEDICAL DEPARTMENT.

1870.					
March 3.	1752.	John Sale, Jr.....	\$	250	00
“ 10.	1780.	R. M. Bixby.....		349	90
“ 22.	1774.	Paine & Co.....		333	52
April 23.	1792.	Mahanna & Clinton.....		219	60
“ 28.	1796.	Gazette Co.....		154	70
“ 30.	1799.	Gesberg & Hasselhurst ..		677	75
Sept. 14.	63.	W. S. Robertson.....		409	00
Oct. 1.	85.	H. O. Hutchinson		109	01
“ 15.	97.	Paine & Marshall.....		273	27
“ 15.	103.	George Tieman....		221	75
“ 24.	122.	Mahanna & Clinton.....		10	50
					3000 00

LAW DEPARTMENT.

1869.					
Dec. 1.	1680.	W. G. Hammond.....		350	00
March 5.	1758.	“ “		350	00
June 9.	1824.	“ “		700	00
1870.					
Dec. 14.	170.	“ “		700	00
1871.					
June 10.	336.	“ “		700	00
					<hr/>
		Total.....			18600 00

It will be observed that only \$18,600 of this appropriation has been expended, leaving \$1,400 still in the State treasury. When the General Assembly gave the *twenty thousand* to the University, the Board of Trustees set apart \$5,600 of it to be paid to the resident Professor of Law at the rate of \$1,400 per year. It has been so disbursed for three years, and the amount remaining unpaid is for the current University year, which will expire in June, 1872.

IV. INCOME AND EXPENDITURES.

From June 20, 1869, to June 20, 1871.

Having exhibited in detail the disposition of the foregoing appropriations made to the University by the State, we now exhibit an itemized biennial report, as required by chapter 87 of the laws of the Thirteenth General Assembly, showing "*the amount of expenditures and the items thereof.*"

This report embraces the two years commencing on the 20th day of June, 1869, and ending on the 20th day of June, 1871.

The last appropriation made by the State to the University, and the only one not reported, was made on the 24th day of March, 1870, appropriating \$25,000 for the "*use and support of the State University for the next two years,*" one half of that sum to be paid over to the Treasurer of the University annually.

Under the provisions of the law making this appropriation, it was considered proper to add it to the ordinary income of the University, and it will be reported in the following pages, and in the report for the current year.

Exhibit showing the Income of the University from June 20th, 1869, to June 20th, 1870.

Income cash on hand June 20th, 1869, after deducting	
the amount necessary to pay unpresented warrants...	\$ 2388 29
Received from rents for year ending July 20th, 1870....	532 30
" " tuition, Academical Department.....	2245 00
" " " Law Department.....	1990 00
" as interest on principal fund.....	18650 91
" " " " income cash loaned.....	525 41

Exhibit showing the Income from June 20th, 1870, to June 20th, 1871.

Received as rent for year ending June 20th, 1871.....	445 00
" " tuition, Academical Department.....	2347 50
" " " Law Department.....	1875 00
" " " Medical Department.....	705 00
" " interest on principal fund.....	18917 52
" " " " income cash	1134 56

Received, drawn from State Treasury, being one half the
appropriation of Thirteenth General Assembly. \$12500 00

Total income of two years.....\$ 64255 49

Amount of Expenditures from June 20, 1869, to June 20, 1870.

SALARIES.

President James Black.....	\$2500 00	
Prof. T. S. Parvin.....	1500 00	
“ G. Hinrichs	1500 00	
“ C. A. Eggert.....	1500 00	
“ A. N. Currier.....	1500 00	
“ C. A. White.....	1500 00	
“ S. N. Fellows.....	1500 00	
		\$11500 00
Assistant E. C. Ebersole	\$1250 00	
“ James Gow.....	1200 00	
“ Rush Emery.....	1000 00	
“ Lavinia Davis.....	450 00	
“ Mrs. E. A. Rich.....	600 00	
“ Mrs. C. Currier	600 00	
“ G. L. Pinkham	875 00	
“ W. C. Preston.....	800 00	
“ Miss Bettisworth.....	210 00	
“ A. Loughridge.....	105 00	
“ O. C. Harrington.....	25 00	
“ N. B. Dana.....	70 00	
“ John Shrock.....	57 50	
“ M. R. King.....	66 00	
“ J. C. Helm.....	33 00	
“ L. S. Hanna.....	13 50	
“ Frank Nipher.....	70 00	
		7425 00

ASSISTANT LIBRARIANS.

N. B. Dana.....	\$ 62 49	
Miss P. Milliken.....	41 67	
A. Loughridge.....	20 84	
		\$125 00

Treasurer of the University.....	600 00
Secretary.....	375 00
Executive Committee.....	100 00
Janitor's salary	700 00

MUSIC TEACHERS.

L, A. Phelps.....	50 00	
O. C. Isbell.....	150 00	
		200 00
Total salaries.....		\$21025 00

FUEL.

1870.					
Jan.	10.	1714.	Paine & Marshall.....	71 15	
	25.	1726.	“ “	61 25	
Feb.	4.	1737.	A. Fletcher.....	127 35	
Mar.	3.	1750.	Paine & Marshall.....	126 90	
Apr.	25.	1793.	“ “	73 10	
May	3.	1801.	John Miller.....	13 87	
Apr.	6.	1787.	John Neiner.....	10 62	
	18.	1791.	“ “	30 38	
					514 62
1869.					
Dec.	21.	1701.	Home Periodicals.....	100 90	
					100 90

PRINTING.

1870.					
June	8.	1823.	John P. Irish.....	33 00	
	8.	1848.	“ “	22 00	
	8.	1849.	Lee & Son.....	22 75	
					77 75

LAW LIBRARY.

1869-					
Dec.	15.	1694.	Callahan & Cockcroft....	\$265 80	
1870.					
Jan.	10.	1715.	Little, Brown & Co.....	120 00	
"	24.	1724.	E. Wright, Sec. State.....	60 00	
Mar.	10.	1769.	Callahan & Cockcroft....	51 91	\$497 71

CANVASSING AND TRAVELLING EXPENSES OF PRÉSIDENT.

1869.					
July	26.	1611.	James Black.....	\$16 90	
"	26.	1612.	"	50 00	
Oct.	5.	1642.	"	25 00	
1870.					
April	25.	1794.	"	108 10	200 00

EXAMINING COMMITTEE.

June	30.	1595.	H. S. De Forest.....	\$25 00	
July	1.	1596.	E. Eaton.....	15 00	
"	1.	1597.	C. W. Slagle.....	24 10	64 10
July	28.	1614.	Gesberg & Hazelhurst..	44 35	44 35
July	8.	1601.	G. W. Marquardt & Co ..	37 20	37 20
"	7.	1599.	A. Hill.....	1 50	1 50
1870.					
Jan.	27.	1729.	R. M. Bixby & Bro.....	3 31	

LIBRARY.

1869.					
Nov.	10.	1660.	Lee & Son.....	\$10 06	
Jan.	25.	1727.	W. S. Walton.....	36 00	
Feb.	19.	1744.	Beech & Allen.....	155 66	
March	8.	1763.	B. Westerman.....	35 67	
June	6.	1821.	Beech & Allen.....	186 16	
"	20.	1847.	A. N. Currier.....	44 78	468 33

INCIDENTAL EXPENSES.

1869.

July	13.	1606.	J. W. Rich	\$ 3 00
"	26.	1611.	James Black.....	8 60
Aug.	11.	1618.	Postage catalogues.....	13 00
"	25.	1621.	J. W. Butler.....	8 00
Oct.	16	1644.	J. B. Havis	7 46
Nov.	10.	1660.	Lee & Son.....	19 00
Dec.	7.	1691.	John Remick.....	14 10
"	16.	1695.	Lee & Son.....	17 75
"	17.	1696.	A. Matthes.....	26 25
"	27.	1704.	F. Weber....	5 65
"	29.	1707.	Thomas Morrison.....	10 00

1870.

Jan.	3.	1708.	J. T. Turner.....	35 00
"	4.	1710.	John P. Irish.....	40 00
"	8.	1712.	James Black	6 52
"	10.	1714.	Paine & Marshall.....	4 10
"	11.	1716.	Gesberg & Hazelhurst..	22 95
"	14.	1717.	Harmon Ruppin.....	19 00
"	23.	1722.	Paine & Co.....	39 40
"	24.	1723.	Miller.....	9 25
"	24.	1725.	J. P. S nray.....	18 00
"	25.	1728.	E. Clark, (Treas).....	86 70
"	27.	1729.	R. M. Lixby.....	54 79
"	28.	1732.	Beach & Allen.....	26 24
Feb.	3.	1736.	John Remick	9 40
"	12.	1740.	C. Miller.....	40 00
"	22.	1746.	C. A. Eggert.....	1 95
March	3.	1748.	C. Miller... ..	3 75
"	8.	1764.	W. J. Haddock.....	46 25

1870.

March	8.	1765.	Paine & Co.....	83 70
"	19.	1771.	John Neimen.....	36 23
"	19.	1773.	John Remick.....	4 59
"	23.	1775.	C. Miller	6 00
"	31.	1786.	Joseph Sasheck.....	30 00

April	16.	1790.	H. Ruppin.....	\$15 00	
"	29.	1797.	U. S. Express Co.....	28 45	
	29.	1798.	Lee & Son.....	57 25	
May	18.	1864.	M. Brown and A. Ruppin.	8 75	
June	3	1822.	A. N. Currier.....	3 00	
"	6.	1632.	C. M. Reno.....	3 05	
"	6.	1673.	John Shrock.....	17 50	
"	6.	1839.	E. Frocker.....	5 00	
"	6.	1845.	H. Ruppin.....	12 00	\$912 54

PROFESSORS' LIBRARY.

1870.					
Feb.	19.	1744.	Beach & Allen.....	\$ 30 49	
March	8.	1763.	B. Westerman.....	25 00	
June	6.	1821.	Beach & Allen.....	18 98	
"	28.	1734.	G. Hinrichs.....	25 00	
"	20.	1847.	A. N. Currier.....	100 53	200 00

GEOLOGICAL DEPARTMENT.

1869.					
Dec.	14.	1693.	Edwin Bicknell.....	\$ 131 10	
1870.					
Jan.	27.	1729.	R. M. Bixby.....	9 00	
"	28.	1732.	Beach & Allen	13 00	
March	8.	1766.	C. A. White.....	70 45	223 55

CHAPEL FURNACE.

Dec.	13.	1692.	F. Epeneter.....	\$ 29 20	
1870.					
Jan.	11.	1716.	Gesberg & Hazelhurst...	153 28	
"	27.	1729.	R. M. Bixby & Bro.....	296 60	
March	20.	1784.	"	52 75	531 83
1869.					
Dec.	21.	1700.	Tuition refunded Misses		
			Milliken	50 00	50 00
1870.					
June	2.	1820.	D. P. Stubbs.....	50 00	50 00

LAW TUITION FOR YEAR ENDING JUNE 20, 1870.

Total amount of fees received during the year, as per Treasurer's report.....\$1990 00

The above to be paid as follows: First \$1000 to Messrs. Cole & Wright, equally; of the balance 5-24 to Mr. Wright, 5-24 to Mr. Cole, and the remaining 14-24 to Mr. Hammond.

Paid as follows:		
Hon. Geo. G. Wright, $\frac{1}{2}$ of \$1000..	\$500 00	
“ “ 5-24 of \$990..	206 25	\$706 25
Hon C. C. Cole, $\frac{1}{2}$ of \$1000.....	500 00	
“ “ 5-24 of \$990.....	206 25	706 25
Prof Hammond 14-24 of \$990	577 50	577 50
	<hr/>	<hr/>
	\$1990 00	1990 00

EXPENDITURES FROM JUNE 20TH, 1869, TO JUNE 20TH, 1870.

Salaries.....	\$21,025 00
Fuel	514 62
Home periodicals	100 90
Printing.....	77 75
Law library.....	497 71
Canvassing and traveling expenses of Pres..	200 00
Examining committee.....	64 10
Gesberg & Hazelhurst	44 35
G. W. Marquardt & Co.....	37 20
A. Hill	1 50
Chemical department	3 31
Library.....	468 33
Incidental expenses	912 54
Professors' library.....	200 00
Geological department.....	223 55
Chapel furnace.....	531 83
Tuition refunded Misses Millikin.....	50 00
D. P. Stubbs	50 00
Law tuition for year ending June 20th, 1870.	1,990 00-\$26,992 89

REMARKS: There was also expended during the year ending June 20, 1870 a considerable portion of the appropriation made by the 12th General Assembly, as shown in the preceding report covering that appropriation.

Expenditures from June 20, 1870, to June 20, 1871.

SALARIES.

President Geo. Thacher, (part year).....	\$	1041	66	
Prof. G. Hinrichs.....		1500	00	
“ C. A. Eggert		1500	00	
“ A. N. Currier.....		1500	00	
“ C. A. White.....		1500	00	
“ S. N. Fellows.....		1500	00	
“ L. F. Parker.....		1500	00	
“ N. R. Leonard		1500	00	\$11541 66
Assistant Teachers—				
G. T. Keller.....		825	00	
W. H. Preston.....		900	00	
Mrs. Currier.....		900	00	
Mrs. Rich		900	00	
Miss Loughridge.....		600	00	
F. E. Nipher		500	00	
Ottoe Schmidt		500	00	
Wm. McClain		200	00	
A. Loughridge.....		100	00	
A. Hiatt		58	83	
Lavinia Davis.....		150	00	5633 83
Assistant Librarian.....		300	00	
Treasurer		600	00	
Secretary		600	00	
O. C. Isbell.....		600	00	
Executive Committee.....		100	00	
Janitor and Assistant.....		800	00	3000 00

FUEL.

1870.

Aug.	17.	40.	Paine & Marshall	\$ 359 10	
Oct.	10.	90.	J. R. Vanfleet	432 00	
"	24.	116.	J. E. Paine, Iowa City Gas		
"			Company	9 15	
"	31.	121.	R. M. Bixby & Bro	121 24	
Nov.	12.	131	John Miller	6 00	
"	21.	138.	Paine & Marshall	65 92	
Dec.	10.	167.	Iowa City Gas Company..	42 15	
"	31.	182.	Alvey Hiner	10 00	
"	31.	187.	R. M. Bixby & Bro	17 40	
1871.					
Jan.	4.	191.	Forber & Johnson	30 00	
"	4	192.	Alvey Hiner	11 45	
"	9.	197.	Paine & Marshall	60 60	
"	7.	222.	Iowa City Gas Company...	32 25	
March	27.	269.	Paine & Marshall	146 98	
Jan.	1.	324.	W. M. Forbes	10 95	
"	19.	361.	J. R. Vanfleet	176 25	
"	13.	344.	W. M. Forbes	10 06	\$1541 50

FIXING LIBRARY.

1871.

March	20.	260.	C. L. Mozier	\$ 101 85	
Apr.	25.	290.	R. M. Bixby & Bro	9 75	
"	25.	291.	A. N. Carrier	38 80	
"	25.	292,	Gesberg & Hazelhurst	49 59	
"	29.	297.	A. N. Carrier	16 50	
May	24.	314.	Shutz, Gesberg & Co	23 90	240 39

CONTINGENT FUND.

1870.

July.	4.	4.	Frank Nipher	\$ 70 00	
"	6.	9.	Phillip Weber	1 05	
"	30.	31.	E. C. Ebersole	2 10	
"	4.	32.	G. W. Marquardt	9 53	
"	17.	41.	A. N. Carrier	6 15	
"	28.	66.	E. Pillow	16 50	

July.	30.	70.	G. Choate	\$ 90 65
"	30.	71.	E. McClain	6 35
"	30.	72.	Mahana & Clinton.....	70 01
Oct.	1.	74.	H. Ruppin.....	5 00
"	8.	84.	R. M. Bixby & Bro.....	103 25
"	8.	89.	Gesberg & Co.....	58 67
"	15.	98.	J. P. Sanxay.....	11 66
"	15.	102.	Shephard & Hess.....	75
"	15.	104.	U. S. Express Co.....	4 20
"	15.	108.	I. C. Gas Co.....	22 90
"	22.	111.	A. N. Currier.....	2 05
Nov.	2.	123.	Ice Co.....	2 25
"	5.	125.	M. L. Spangler.....	7 45
"	16.	132.	M. A. Seydel	2 75
Dec.	10.	166.	W. G. Hammond.....	7 10
"	14.	169.	Newton R. Parvin.....	5 00
"	14.	171.	Mrs. Schwab.....	3 55
"	31.	186.	Lee & Son.....	31 16
1871.				
Jan.	2.	188.	Kontz & Taylor... ..	3 00
"	7.	193.	M. L. Spangler.....	5 95
1871.				
Jan.	11.	201.	Smith & Co.....	3 20
"	21.	205.	M. Fitzsimmons.....	2 50
"	21.	207.	Rigg & Son.....	4 45
"	21.	208.	B. Mahana.....	2 00
Feb.	4.	218.	C. W. Irish.....	1 00
"	4.	221.	W. M. Forbes.....	5 00
"	11.	223.	M. L. Spangler.....	6 35
"	18.	226.	A. N. Currier.....	2 00
"	18.	228.	E. M. Guffin.....	3 00
March	6.	241.	R. M. Bixby & Bro.....	39 90
"	7.	246.	N. R. Leonard.....	3 00
"	16.	248.	Lodge & Owen.....	3 10
"	18.	254.	Beach & Allen.....	1 00
"	18.	257.	John P. Irish.....	15 50
"	18.	258.	Lee & Son.....	32 50

April	8.	283.	Iowa City Gas Co.....	\$ 22 35	
"	25.	290.	R. M. Bixby & Bro.....	1 00	
"	25.	292.	Gesberg & Co.....	49 65	
"	25.	294.	A. N. Currier.....	2 50	
"	25.	295.	Beach & Allen.....	15 53	
May	4.	299.	B. Mahana & Son.....	6 50	
"	8.	307.	Iowa City Gas Co.,.....	14 20	
"	24.	313.	N. R. Leonard.....	12 20	
"	29.	302.	C. M. Reno.....	1 75	
June	2.	332.	Lodge & Owen.....	3 85	
"	10.	340.	James Lee.....	10 15	
"	10.	340.	" "	3 00	
"	13.	343.	Nixon & Doe.....	36 91	
"	13.	347.	Wm. Marshall.....	1 20	
"	17.	356.	Coldron Bro's., & Joy.....	2 53	
"	19.	360.	Beach & Allen.....	17 50	
"	19.	372.	W. A. Morrison.....	9 00	
"	19.	373.	Geo. Thacher.....	16 55	
1870.					
Aug.	4.	42.	Geo. Marquardt (music)....	30 00	\$929 90

PROF. LEONARD'S DEPARTMENT.

1870					
Jan.	11.	202.	Green & Choate.....	\$ 40	
Feb.	18.	226.	A. N Currier.....	71 53	
March	16.	249.	N. H. Brainerd.....	12 00	
April	4.	280.	Lee & Son.....	4 13	
"	25.	293.	James Lee.....	12 00	
				<hr/>	\$100 06
July	13.	24.	Prof. Hinrichs, extra labor	300 00	\$300 00

EXPENSES, COMMITTEE ON PRESIDENCY.

March	3.	232.	James Wilson.....	80 00	
"	14.	247.	Geo. Thacher.....	15 00	
"	22.	264.	A. S. Kissel.....	64 90	\$169 90

GENERAL LIBRARY.

1870.

Sep.	3.	55.	Prof. G. Hinrichs.....	\$ 100 00	
Nov.	12.	129.	Beach & Allen.....	31 14	
Dec.	5.	157.	Lee & Son.....	233 86	
Jan.	26.	209.	“ “	20 00	
Feb.	3.	216.	U. S. Express Co.....	7 75	
	18.	226.	A. N. Carrier.....	111 94	
March	27.	270.	Lee & Son.....	76 75	
April	4.	280.	“ “	239 92	
“	8.	285.	Little, Brown & Co.....	261 65	
“	10.	286.	Wm. Marshall.....	6 20	
“	25.	293.	James Lee.....	143 86	
“	29.	298.	U. S. Express Co.....	37 95	
May	6.	302.	W. G. Hammond.....	47 25	
“	27.	316.	A. N. Carrier.....	83 46	
June	10.	338.	F. W. Christern.....	82 00	
“	11.	341.	U. S. Express Co.....	11 20	
“	13.	347.	W. M. Marshall.....	3 40	\$1498 33

LAW DEPARTMENT.

Aug.	24.	116.	W. G. Hammond.....	\$ 55 70	
Nov.	17.	137.	Irving Institute.....	42 00	
Dec.	41.	184.	L. S. Swafford.....	16 00	
Jan.	7.	197.	Paine & Marshall.....	4 33	
1871.					
May	4.	299.	Mahana & Son	18 40	136 43

LAW LIBRARY ROOM.

1870.

Aug.	13.	35.	L. S. Swafford.....	\$ 97 50	97 50
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BINDING AND INCIDENTALS.

Aug.	15.	39.	Lee & Son.....	\$ 28 00	
Nov.	28.	140.	“ “ “	35 25	

1871.

Feb.	18.	226.	A. N. Currier.....	\$ 8 40	
Mar.	27.	270.	Lee & Son.....	5 65	
May	27.	316.	A. N. Currier.....	8 79	
June	10.	337.	".....	6 60	
June	10.	340.	James Lee.....	48 00	
June	19.	373.	George Thacher, (catalogue postage).....	6 10	\$ 146 79
Mar.	3.	234.	Literary Societies	400 00	400 00

REPAIRING AND SEATING ROOMS.

1870.

Sept.	3.	54.	L. S. Swafford	\$ 30 00	
Sept.	10.	50.	".....	161 25	
Sept.	10.	61.	John Sale, Jr	186 94	
Oct.	8.	89.	Gesberg & Co.....	8 50	
Oct.	24.	118.	Coldren Bros. & Joy.....	64 08	
Jan.	11.	202.	Green Choate.....	38 73	
Jan.	21.	208.	B. Mahana	10 50	500 00

PROF. WHITE'S ROOM.

1870.

July.	6.	11.	Gesberg & Co.....	\$88 50	88.50
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GEOLOGICAL DEPARTMENT.

July	23.	27.	I. Witherby	\$18 75	
"	30.	30.	C. A. White.....	16 75	
Aug.	13.	29.	Nixon & Doe.....	107 00	
"	17.	42.	Beach & Allen.....	37 30	
Sept.	3.	52.	"American Naturalist"....	22 50	
"	29.	68.	W. A. Morrison.....	9 80	
Oct.	8.	87.	W. A. Morrison.....	44 78	
"	8.	89.	Gesberg & Co.....	205 25	
"	42.	98.	J. P. Sanxay.....	1 40	
"	24.	114.	C. G. Brewster.....	5 10	
"	24.	115.	G. W. Westerman.....	95 33	
Nov.	28.	141.	U. S. Express Co.....	15 15	
Dec.	17.	172.	B. Westerman & Co.....	4 99	

No. 7.] REPORT OF THE

1871.

Feb.	3.	216.	U. S. Express Co.....	\$ 2 40
March	17.	233.	Beach & Allen.....	17 40
"	18.	253.	Beach & Allen.....	10 80
"	20.	259.	W. A. Morrison.....	18 30
"	27.	271.	Nixon & Doe.....	8 70
April	29.	298.	U. S. Express Co.....	75
May	6.	306.	C. A. White.....	35 45

1871.

June	17.	350.	A. Switzer	\$ 5 00
June	19.	372.	W. A. Morrison	17 10—\$ 700 00

LABORATORY.

1870.

Sep.	3.	51.	H. B. & W. Chamberlain..	\$ 152 53
Sep.	10.	59.	G. Hinrichs.....	25 35
Sep.	10.	60.	Wm. Emmons.....	100 00
Sep.	29.	69.	N. Dalscheid.....	14 00
Oct.	1.	76.	Fisher & Tomlin.	15 00
"	1.	77.	J. F. Luhne & Co	69 68
"	1.	78.	A. S. Aloe.....	33 95
"	1.	79.	G. Hinrichs.....	200 00
"	1.	80.	Gesberg & Co	60 20
"	1.	81.	G. W. Marquardt.....	7 06
"	8.	84.	R. M. Bixby & Bro.....	1 95
"	8.	86.	Lee & Son.....	37 50
"	15.	96.	Paine & Marshall	4 35
"	15.	99.	Griggs & Watson.....	37 45
"	15.	100.	B. Westerman & Co	15 45
"	15.	101.	A. S. Aloe.....	19 00
"	15.	102.	Shepherd & Hess.....	22 63
"	15.	104.	U. S. Express Co.....	8 00
"	15.	105.	Hadley & Co.....	12 75
"	19.	110.	F. Hohenschuch.....	21 35
"	24.	118.	Coldren & Co.....	21 13

1871.

Jan.	11.	199.	G. Hinrichs.....	\$10 75	
"	11.	200.	B. Westerman & Co.....	26 20	
"	21.	207.	Rigg & Son.....	1 25	
"	28.	213.	A. S. Aloe	72 73	\$ 990 20

PROF. FELLOWS' DEPARTMENT.

1870.

Oct.	8.	82.	S. N. Fellows.....	\$ 10 20	
"	8.	83.	C. L. Mozier.....	26 50	
"	8.	89.	Gesberg & Co.....	67 90	
"	15.	107.	Nixon & Doe.....	18 00	
Nov.	1.	122.	Mahana & Clinton.....	21 60	
"	5.	124.	S. N. Fellows.....	22 35	
Dec.	5.	157.	Lee & Son.....	83 57	
"	31.	183.	S. N. Fellows.....	42 60	
"	31.	186.	Lee & Son.....	4 20	

1871.

Jan.	28.	212.	S. N. Fellows.....	26 25	
Feb.	18.	226.	A. N. Currier.....	10 60	
Mar.	18.	255.	S. N. Fellows.....	14 25	
April	4.	280.	Lee & Son.....	2 50	
"	4.	281.	S. N. Fellows.....	29 25	
May	31.	322.	R. Musser & Co.....	38 37	
June	13.	348.	Gesberg & Shutz	15 87	
"	13.	349.	B. Mahana & Son.....	15 00	
"	17.	353.	S. N. Fellows.....	25 50	474 51

SETTEES AND FREIGHT.

1870.

July.	6.	12.	Gesburg & Hazelhurst....	\$269 84	269 84
"	6.	12.	Repairs by Gesberg & Co..	180 47	180 47

PROF. CURRIER'S DEPARTMENT.

Nov.	12.	128.	B. Westerman & Co.. . .	\$10 37	
"	12.	129.	Beech & Allen.....	19 03	
Dec.	5.	157.	Lee & Son.....	9 50	
"	5.	174.	B. Westerman & Co.....	87 92	

1871.					
Feb.	18.	226.	A. N. Currier.....	\$65 20	
April.	25.	294.	“ “	2 50	
May.	27.	315.	“ “	73 99	
June.	19.	362.	F. W. Christern.....	10 00	\$271 51

PROF. EGGERT'S DEPARTMENT.

1870.					
Nov.	28.	141.	U. S. Express Co.....	\$10 60	
Dec.	17.	173.	B. Westerman & Co.....	269 23	
Feb.	1.	215.	B. Mahana & Son	17 00	
April.	25.	294.	A. N. Currier.....	1 25	298 08

UNIVERSITY GROUNDS.

1870					
Aug.	13.	36.	E. Pillow.....	\$18 00	
“	23.	43.	J. Hill.....	9 00	
“	27.	47.	E. Pillow.....	23 12	
“	27.	48.	J. Hill.....	6 79	
Oct.	22.	112.	H. O. Hutchinson.....	151 65	
“	24.	117.	E. Paine.....	6 25	
“	24.	118.	Coldron & Co.....	26 00	
Nov.	21.	138.	Paine & Co.....	16 00	
Oct.	24.	118.	Coldron & Co.....	10 92	
1871.					
Jan.	28.	213.	A. S. Aloe, to balance.....	2 52	
April	29.	296.	M. Krotz.....	13 50	
May	6.	303.	Wm. Scott.....	25 00	
“	13.	311.	M. Krotz.....	15 00	
“	27.	320.	M. Krotz.....	3 00	
June	2.	331.	Wm. Scott.....	2 80	
“	12.	342.	P. Weber.....	3 30	
“	17.	351.	F. G. Lehman.....	20 00	
“	17.	352.	Mr. Klutz.....	4 50	357 31

BILLS FOR VARIOUS PURPOSES.

1871.				
March	3.	231.	H. Ruppin.....	\$ 27 00
"	3.	251.	W. A. Middleton.....	183 70
"	21.	262.	E. H. Hazen.....	105 70
"	27.	315.	A. N. Currier for Parker...	50 00
				<hr/>
				\$366 40

PERIODICALS.

1870.				
	.	129.	Beach & Allen.....	\$10 25
Dec.	5.	157.	Lee & Son	25 62
"	7.	159.	A. N. Currier.....	52 00
"	17.	174.	B. Westerman	14 45
1871.				
Jan.	24.	209.	Lee & Son.....	47 25
Feb.	18.	226.	A. N. Currier.....	58 90
March	18.	252.	" "	25 00
"	18.	256.	B. Westerman & Co.....	60 73
April	1.	278.	" "	18 00
"	8.	284.	" "	16 00
"	25.	294.	A. N. Currier.....	2 50
May	27.	315.	" "	33 86
"	27.	316.	" "	109 00— 473 56

COMMENCEMENT INCIDENTALS.

1870.				
July	9.	20.	James Black.....	\$ 13 92
"	9.	21.	Frank Cuber.....	15 00
"	19.	26.	Rankin & Palmer	8 70
				37 62
Aug.	6.	8.	Dr. Black, for expenses ex- amining Com.....	130 00
ploma				10 00— 140 00

PRINTING.

1870.				
Aug.	6.	33.	J. R. Hartsock.....	\$40 00
"	13.	38.	W. A. Ballard.....	59 50

Sept.	3.	53.	U. S. Express Co.....	\$17 75	
Oct.	13.	94.	Little, Brown & Co.....	50 00	
"	15.	106.	Mills & Co	419 90	
"	22.	113.	John P. Irish	14 00	
"	26.	139.	Mills & Co	244 80	
1871.					
Jan.	25.	210.	J. C. Buttre	40 50	
Feb.	18.	227.	Reporter for Johnson	45 00	
March	16.	249.	N. H. Brainerd.....	12 00	
May	27.	317.	J. C. Buttre.....	54 25	
June	13.	367.	Wm. Marshall.....	230 00	—\$1000 00

LAW LIBRARY.

1870.

Sept.	3.	50.	Rush Clark.....	\$ 40 00	
"	8.	56.	J. E. Jewett.....	100 00	
"	10.	57.	W. J. Gillerd.....	102 00	
Oct.	13.	92.	Callaghan & Cockcroft. ...	97 50	
"	13.	93.	E. B. Myers.....	31 75	
"	15.	95.	" "	75 50	
Nov.	9.	126.	Soule, Thomas & Windon..	210 50	
Dec.	10.	164.	Callaghan & Corkcroft.	118 25	
"	10.	165.	Stephen & Haynes.....	188 45	
"	31.	185.	W. G. Hammond.....	36 70	
1871.					
Jan.	9.	195.	Soule, Thomas & Windson	497 68	
"	9.	197.	Paine & Marshall.....	1 67	—\$1500 00

LAW TUITION.

1870.

Sept.	28.	65.	C. C. Cole.....	\$200 00	
Oct.	18.	109.	"	25 00	
Nov.	12.	130.	"	40 00	
Dec.	2.	151.	"	50 00	
1871.					
Jan.	2.	194.	"	25 00	
"	14.	204.	"	200 85	
Feb.	13.	224.	"	56 02½	

May	10.	308.	"	.....	\$ 85 41½	
Feb.	3.	217.	G. G. Wright	.....	316 87½	
May	6.	305.	"	.....	85 41½	
1870.						
Sept.	28.	127.	"	.....	168 00	
"	28.	67.	"	.....	112 00	
1871.						
Jan	9.	196.	W. G. Hammond	.....	150 00	
Feb.	4.	219.	"	.....	121 25	
May	6.	304.	"	.....	239 17	\$1875 00

MEDICAL TUITION.

1870.						
Nov.	16.	133.	D. Bradley	.....	\$ 30 00	
"	16.	134.	J. Schneider	.....	13 50	
"	16.	135.	J. H. Boucher	.....	53 40	
"	16.	136.	Nixon & Doe	.....	41 00	
Dec.	2.	150.	John P. Irish	.....	65 50	
"	2.	152.	Keith & Woods	.....	15 00	
"	2.	153.	W. B. Keen & Cook	.....	30 00	
"	2.	154.	S. B. Butler	.....	45 00	
"	12.	168,	P. J. Farnsworth	.....	50 00	
1871.						
Jan.	3.	190.	W. F. Peck	.....	300 00	
March	3.	233.	R. A. McChesney	.....	61 00	
					<hr/>	704 40

BILLS ORDERED PAID.

1870						
July	2.	3.	Mills & Co	.....	\$335 78	
"	2.	6.	R. M. Bixby & Bro	.....	9 50	
"	2.	7.	Robert Stewart	.....	4 00	
"	6.	14.	Nixon & Doe	.....	36 50	
"	7.	15.	Wm. McClain	.....	75 00	
"	7.	16.	Wm. A. Morrison	.....	1 80	
"	8.	17.	Smith & Walker	.....	13 30	
"	8.	18.	Lewis Bro's	.....	3 30	
"	8.	19.	C. M. Reno	.....	1 50	

July	9.	22.	Iowa City Gas Co.....	\$44 20	
"	18.	25.	Rigg & Son.....	26 80	
"	23.	27	R. A. McChesney.....	15 75	
"	27.	28.	Wm. Marshall.....	2 60	
Aug,	4.	32.	G. W. Marquardt.....	33 92	
July	6.	10.	S. N. Fellows.....	16 00	
"	12.	23.	F. J. Epeneter.....	20 00	
				<hr/>	\$639 95

Expenditures from June 20th, 1870, to June 20th 1871.

Salaries.....	\$20175 49
Fuel.....	1541 50
Repairing library-room.....	240 39
Contingent fund.....	929 90
General library.....	1498 33
Law department incidentals.....	136 43
Mathematical department.....	100 06
Extra compensation, Prof. Hinrichs.....	300 00
Committee on Presidency.....	169 90
Law library-room.....	97 50
Binding and incidentals.....	146 79
Literary societies.....	400 00
Seating rooms.....	500 00
Geological department rooms.....	88 50
Geological department.....	700 00
Laboratory.....	990 20
Normal department.....	474 51
Settees and freight.....	269 84
Latin chair.....	271 51
Prof. Eggert's chair.....	298 08
University grounds.....	357 31
Gesberg & Co., for work.....	180 47
Bills for various chairs.....	366 40
Periodicals.....	473 56
Commencement incidentals.....	47 62
Examining committee.....	130 00

Printing.....	\$1000 00
Law library.....	1500 00
Law tuition.....	1875 00
Medical tuition.....	704 40
Bills ordered paid.....	639 95
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Total expenditures for year.....	\$36603 64
Total income from June 20, 1869, to June 20, 1871....	\$64256 49
Expenditures for same period.....	63596 53
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Balance in treasury June 20, 1871.....	\$659 96

The following is a list of the appropriations, made by the Board of Regents at their regular meeting in June, 1871, for the current year, commencing June 20th, 1871, and ending June 20th, 1872.

It was estimated that the sums specified would be barely sufficient to cover the actual and absolutely necessary expense for the purposes named.

The Executive Committee and the University officers are limited in their expenditures to these sums, until the further order of the Board of Regents.

Appropriation for the current year 1871-1872.

President Thacher.....	\$2500 00
Prof. Parker.....	1600 00
Prof. Currier.....	1600 00
Prof. White.....	1600 00
Prof. Eggert.....	1600 00
Prof. Hinrichs.....	1600 00
Prof. Fellows.....	1600 00
Prof. Leonard.....	1600 00
Assistant Prof. Mathematics.....	1200 00
Four instructors.....	3600 00
Lectures in Agriculture, Chemistry.....	1000 00
Prof. English Literature.....	1200 00
Two Assistant Inst., Nipher and Schmidt....	1200 00

Treasurer.....	\$ 800 00
Secretary.....	600 00
Janitor.....	700 00
Fuel.....	1500 00
Contingent.....	1200 00
Printing and Catalogues	700 00
Traveling expenses of President.....	500 00
Commencement exercises	400 00
Cutting wood	100 00
Gas bills	200 00
Heating north hall.....	1000 00
Hinrichs' Chair	450 00
White's "	225 00
Leonard's "	800 00
Eggert's "	75 00
Currier's "	75 00
Prof. Fellows' Chair	125 00
" Parker's "	100 00
Library and Librarian.....	1000 00
Law fees added.....	115 00
Total	<u>\$32565 00</u>

Estimated income of the Law Department by its tuition, as shown for the year 1871-1872.	2000 00
Estimated income of the Medical Department, by its tuition, as shown for the year 1871-2.	1400 00
Grand total.....	<u>\$35965 00</u>

The following is the estimated income for the current year, commencing June 20th, 1871, and ending June 20th, 1872 :

Balance in treasury, January 20, 1871.....	\$ 659 96
Rents.....	200 00
Tuition, Collegiate Department.....	2500 00
" Law "	2000 00
" Medical "	1400 00

Interest	\$19500 00
Balance of State appropriation.....	12500 00
Total	<u>\$ 38759 96</u>

The following exhibit shows the expenditures for the current year, commencing June 20th, 1871, up to date of closing this report, to-wit: December 20th, 1871.

The items are exhibited under the various heads, showing the purposes for which the money was expended, as well as the several items for the purposes named:

SALARIES ON ACCOUNT FOR CURRENT YEAR.

President George Thacher	\$ 625 00
Professor N. R. Leonard.....	400 00
“ A. N. Currier.....	400 00
“ C. A. Eggert.....	400 00
“ G. Hinrichs.....	400 00
“ C. A. White.....	400 00
“ L. F. Parker.....	400 00
“ S. N. Fellows	400 00
“ A. Thompson	300 00
Mr. W. C. Preston.....	250 00
Mr. G. L. Pinkham.....	300 00
Miss S. Loughridge.....	225 00
Miss Lizzie Griffith.....	187 50
Mr. F. Nipher.....	175 00
“ S. Hanna	150 00
“ O. Schmidt	150 00
Mr. E. Clark.....	200 00
Mr. W. J. Haddock.....	75 00
Mr. H. Ruppini.....	291 65 \$ 5729 15

MEDICAL TUITION.

1871.

Oct. 13. 454. W. F. Peck.....	\$ 38 00
17. 461. E. F. Clapp.....	180 00
21. 464. John North.....	100 00

Nov.	2	487.	P. J. Farnsworth.....	\$50 00	
"	3.	488.	Nixon & Doe.....	36 55	
"	3.	490.	M. J. Morsman & Son.....	43 27	
"	3.	491.	Wm. Green.....	35 00	
"	3.	492.	R. A. McChesney	36 25	
"	3.	493.	J C. Shrader.....	10 95	
"	4.	495.	James Lee	63 65	
"	10.	500.	Advertising Medical Dep't.	83 00	
"	10	501.	Gesberg & Hazelhurst	200 00	
"	11.	503.	James Stewart	36 00	
"	13.	505.	W. A. Morrison	32 00	
"	9.	536.	Wm. Wood & Co	20 00	
"	9.	537.	Wm. Green.....	37 25	
Dec.	9.	538.	M. J. Moon.....	20 18	
"	12.	540.	C. M. Reno.....	3 90	
"	16.	543.	Wm. Vogt.....	4 80	\$1030 80

LAW TUITIONS.

1871.

Oct.	2.	445.	C. C. Cole.....	\$595 00	
Nov.	23.	515.	" "	22 05	
"	9.	449.	W. E. Miller	400 00	
Dec.	2.	522.	" "	100 00	
"	10.	451.	W. G. Hammond.....	271 25	\$1388 30

INCIDENTAL APPROPRIATION.

1871.

July	18.	391.	Lodge & Owen.....	\$5 25	
"	28.	395.	H. Ruppin	50	
"	28.	396.	J. F. Brossart.....	1 25	
"	28.	398.	D. W. C Clapp.....	1 25	
"	29.	401.	H. Ruppin	12 80	
Aug.	5.	403.	"	9 00	
"	8	405.	Geo. Thacher.....	10 50	
"	26.	413.	R. A. McChesney.....	7 15	
"	29.	414.	H. Ruppin.....	13 50	

Sept.	2.	417.	Sames Pryce.....	\$ 4 50	
"	2.	419.	George Thacher.....	6 50	
"	25.	422.	A. Ruppin.....	19 90	
"	25.	434.	John Sale, Jr.....	123 00	
"	25.	437.	John Wilson.....	21 87	
"	30.	444.	T. J. Rigg	2 25	
Oct.	13.	452.	A. N. Carrier.....	2 50	
"	16.	457.	Lodge & Owen.....	6 55	
"	21.	463.	R. M. Bixby & Bro.....	9 00	
"	28.	473.	Ice Company.....	3 00	
"	28.	477.	Shutz, Gesberg & Co.....	315 17	
Nov.	4.	496.	Geo. Tomlin.....	12 50	
"	18.	511.	Wm. Marshall.....	1 50	
Dec.	7.	525.	B. Mahana & Son.....	52 05	
"	7.	528.	J. N. Coldren & Co.....	3 00	
"	7.	529.	Iowa City Gas Company ..	22 55	
"	9.	534.	J. R. Hartsock.....	15 00	
"	5.	535.	Geo. Tomlin.....	18 87½	
"	11.	539.	Iowa State Register.....	23 00	
"	13.	541.	Lodge & Owen.....	6 30	
"	13.	542.	Nixon & Doe.....	11 00	
"	16.	544.	" "	14 30	\$755 51½

LABORATORY APPROPRIATION.

1871.

July	22.	394.	Maresh & Holubar.....	2 85
Aug.	26.	413.	R. A. McChesney.....	3 00
Sept.	9.	421.	R. M. Bixby & Bro.....	5 15
"	11.	423.	G. Hinrichs.....	15 15
"	11.	424.	J. G. Fink.....	10 40
"	11.	425.	J. Lorenzen.....	40 25
"	11.	426.	R. B. Mitchell.....	35 43
"	11.	427.	E. B. Benjamin.....	168 24
"	18.	331.	Wm. Marshall.....	7 40
Oct.	6.	446.	J. H. Demont.....	6 10
"	21.	463.	R. M. Bixby & Bro.....	11 90
"	28.	474.	A. N. Carrier.....	10 81

Oct.	28.	478.	Shutz & Gesberg.....	\$145 22	
"	28.	479.	R. M. Bixby & Bro.....	9 20	
"	7.	528.	J. N. Coldren & Co.....	2 12	
"					\$473 22

COMMENCEMENT INCIDENTALS.

1871.					
June	30.	376.	Expenses Examining Com..	\$ 27 50	
"	30.	377.	" " " ..	10 50	
July	3.	380.	Huebner & Bro.	130 00	
"	8.	384.	N. H. Brainerd.....	26 00	
"	10.	385.	H. Nicking.....	64 00	
"	14.	386.	M. D. Wood.....	18 00	
"	5.	388.	S. N. Fellows.....	6 50	
"	15.	389.	Messrs. Clarkson.....	40 00	
"	20.	392.	T. E. Dugan.....	4 50	
Aug.	21.	411.	B. McFadden.....	9 00	
"	21.	410.	W. G. Hammond.....	50 00	
					\$386 00

MATHEMATICAL APPROPRIATION.

1871.					
Sept.	25.	435.	E. Gerdel.....	\$ 50 00	
"	27.	441.	B. Westerman & Co.....	10 04	
Oct.	7.	447.	N. R. Leonard.....	22 25	
"	28.	479.	R. M. Bixby & Bro.....	11 50	
"	28.	480.	H. O. Hutchinson.....	3 50	
Nov.	4.	497.	" "	6 40	
"	16.	509.	E. F. Evans.....	8 00	
"	20.	514.	Beach & Allen.....	30 80	\$142 49
"					

FUEL APPROPRIATION.

1871.					
July	29.	399.	Wm. Marshall.....	\$ 292 50	
Aug.	7.	404.	" "	117 00	
Oct.	27.	465.	John R. Van Fleet....	638 11	\$1047 61

REPAIRS OF BUILDINGS.

1871.					
Sept.	2.	418.	M.A. Seydel.....	\$125 89	
"	16.	430.	" ".....	78 37	
"	23.	434.	John Sale, Jr.....	68 96	\$273 23

LIBRARY APPROPRIATION.

1871					
July	23.	393.	H. O. Hutchison.....	\$4 75	
Sep.	27.	440.	A. N. Currier.....	43 35	
"	27.	442.	U. S. Express Co.....	2 35	
Oct.	13.	452.	A. N. Currier.....	7 75	
"	28.	475.	" ".....	10 45	
"	28.	476.	R. A. McChesney	3 60	
				<hr/>	\$72 75

PROF. CURRIER'S DEPARTMENT.

1871.					
Oct.	21.	463.	R. M. Bixby.....	\$1 25	
	28.	474.	A. N. Currier	22 57	
				<hr/>	\$22 82

GEOLOGICAL APPROPRIATION.

1871.					
Sep.	26.	438.	Wm. Marshall.....	\$5 00	
Oct.	28.	474.	A. N. Currier.....	3 45	
"	28.	482.	C. A. White.....	56 72	
Nov.	18.	511.	Wm. Marshall.....	8 35	
Dec.	16.	544.	Nixon & Doe.....	1 45	
				<hr/>	\$74 97

TRAVELING EXPENSE OF PRESIDENT.

1871.					
Aug.	19.	406.	Geo. Thacher	\$20 25	
Sep.	9.	420.	" ".....	40 00	
Oct.	14.	455.	" ".....	50 00	
Nov.	3.	489.	" ".....	50 00	
"	13,	504.	" ".....	30 00	
				<hr/>	\$200 25

PROF PARKER'S DEPARTMENT.

1871.					
Sept.	27.	440.	A. N. Currier.....	\$5 00	
Oct.	23.	467.	L. F. Parker... ..	9 60	
"	28.	474.	A. N. Currier.....	6 10	
"	28.	480.	H. O. Hutchison.....	2 80	
"	28.	477.	Shutz & Gesberg.....	2 00	
				<hr/>	\$25 50

PRINTING APPROPRIATION

1871.					
July	8.	384.	N. H. Brainerd.....	\$28 00	
Oct.	26.	472.	J. W. Clinton.....	25 00	
Aug.	5.	402.	J. P. Irish.....	50 00	
July	29.	400.	Wm. Marshall.....	1 10	
"	8.	405.	Geo. Thacher.....	5 00	
				<hr/>	\$109 10

PRINTING FOR LAW DEPARTMENT.

Sept.	30.	443.	John P. Irish.....	\$15 00	
Oct.	25.	470.	W. G. Hammond....	22 60	
				<hr/>	\$37 60

ADVERTISING LAW DEPARTMENT.

1871.					
Dec.	11.	589.	Iowa State Register.....	\$30 00	
				<hr/>	\$30 00

PROF. EGGERT'S DEPARTMENT.

Oct.	28.	474.	A. N. Currier.....	\$3 10	
				<hr/>	\$3 10

NORMAL DEPARTMENT.

1871.					
July	15.	388.	S. N. Fellows.....	\$11 25	
Nov.	16.	507.	S. N. Fellows.....	8 20	
				<hr/>	\$19 45

SUMS ALLOWED BY BOARD, JUNE 1871, FOR SUNDBRIES.

1871.

June	30.	375.	N. R. Leonard, (As't Pres't.)	\$500 00	
"	30.	378.	H. Ruppín	99 25	
July	6.	381.	Griggs, Watson & Day....	485 35	
"	6.	382.	Glenn & Pryce, for hard-		
"			ware	46 62	
"	8.	383.	James Lee....	64 50	
"	15.	387.	Beach & Allen.....	66 13	
"	15.	390.	Mills & Co., Diplomas	45 00	
"	30.	415.	John F. Dillon	100 00	
Aug.	19.	407.	Griggs, Watson & Day	143 20	
Nov.	23.	515.	C. C. Cole	23 95	\$1574 00

HEATING CHAPEL APPROPRIATION.

1871.

Aug.	19.	408.	R. M. Bixby & Bro.....	\$100 35	
"	26.	413.	James Lee.....	55 55	
Sep.	2.	416.	E. O. Swain	182 15	
"	9.	422.	R. M. Bixby & Bro.	495 20	
Oct.	28.	477.	Shutz & Gesberg	71 00	
Dec.	7.	528.	J. N. Coldren & Co.	13 50	917 75

SUMMARY OF EXPENSES FROM JUNE 20, 1871, TO DEC. 20, 1871.

Salaries	\$5729 15
Medical tuition	1030 80
Law tuition	1388 30
Incidental appropriation	755 51½
Laboratory appropriation	473 52
Commencement incidental	386 00
Mathematical appropriation.....	142 49
Fuel appropriation.....	1047 61
Repairs of building	273 23
Library appropriation	72 25

Prof. Currier's appropriation	\$ 28 82
Geological appropriation	74 97
Traveling expenses of President	200 25
Prof. Parker's appropriation	25 50
Printing appropriation	109 10
Printing for law	37 60
Prof Eggert's appropriation	3 10
Normal department	19 45
Sums allowed by Board	1574 00
Heating chapel appropriation	917 75
Appropriation for advertising law department ..	30 00
	<hr/> \$14314 10½

REPORT OF THE PRESIDENT
OF THE
STATE UNIVERSITY,
TO THE
BOARD OF REGENTS,

DECEMBER 20, 1871.



DES MOINES :
G. W. EDWARDS, STATE PRINTER.
1872.

IOWA STATE UNIVERSITY, }
IOWA CITY, Dec. 20, 1871. }

To the Board of Regents of the State University :

GENTLEMEN :—In accordance with the requirements of the 16th section of chapter 87 of the laws enacted by the 13th General Assembly, entitled, “An act for the government of the State University,” I respectfully submit the following report, covering two full university years, viz. : 1869–70, and 1870–71, with first term of the year 1871–72, a period extending from September 16th, 1869, to December 20th, 1871.

It is thus brought as near as possible to the time of meeting of the next General Assembly of the State, and with your report to the Superintendent of Public Instruction, is intended to convey to that body all necessary information in respect of the University.

GEO. THACHER, *President.*

BOARD OF REGENTS.

Gov. SAMUEL MERRILL,
PRES'T. GEORGE THACHER, } *Ex-Officio.*
HON. A. S. KISSELL,

HON. DELOS ARNOLD, *Marshalltown*, }
HON. AUSTIN ADAMS, *Dubuque*, } *Term expires, 1872.*
HON. JAMES WILSON, *Buckingham*, }
HON. W. W. MERRITT, *Red Oak Junction*, } *Term expires, 1874.*
HON. JOHN McKEAN, *Anamosa*, }
HON. C. W. SLAGLE, *Fairfield*. } *Term expires, 1876.*

HON. EZEKIEL CLARK, TREASURER,
WM. J. HADDOCK, Esq., SECRETARY.

GEORGE THACHER,
PETER A. DEY, } *Executive Committee.*
LEVI ROBINSON.

REPORT.

SECTION I.

DEPARTMENTS.

The University comprises four separate Departments:—

1. THE ACADEMICAL (or *Collegiate*) affording the largest facilities for liberal culture in both letters and science.
2. THE NORMAL, designed exclusively for the education of teachers.
3. THE DEPARTMENT OF LAW, originally the IOWA LAW SCHOOL, established at Des Moines in 1865, but transferred to Iowa City and incorporated with the University in 1868.
4. THE DEPARTMENT OF MEDICINE, organized in the latter part of the year 1869–70, but not set in operation till the beginning of 1870–71.

NOTE.—For particulars concerning the courses of study, and other matters in the several departments, see Section V. of this report.

SECTION II.

OFFICERS, INSTRUCTORS, AND STUDENTS.

1869-70.

JAMES BLACK, D D.,

President of the University and Professor of Mental and Moral Science.

NATHAN R. LEONARD, A.M.,

Professor of Mathematics and Astronomy.

GUSTAVUS HINRICHS, A.M.,

Professor of Physical Science.

CHARLES A. EGGERT, A.M.,

Professor of Modern Languages and Literature.

WM G. HAMMOND, A.M.,

Chancellor of the Department, and University Professor of Law.

GEORGE G. WRIGHT, LL.D.,

Professor of Constitutional, Criminal, and Real Property Law.

CHESTER C. COLE,

Professor of Commercial Law, and the Law of Persons and Personal Rights.

AMOS N. CURRIER, A.M.,

Professor of Latin and Greek Languages and Literature.

CHARLES A. WHITE, A. M., M.D.,

Professor of Natural Science.

STEPHEN N. FELLOWS, A.M.,

Professor of Didactics.

JOHN F. DILLON, LL.D.,

Professor of Medical Jurisprudence.

WM. F. PECK, M.D.,

Dean of Medical Faculty and Professor of Surgery.

P. J. FARNSWORTH, M.D.,

Professor of Materia Medica.

J. M. BOUCHER, M.D.,

Professor of Anatomy.

W. S. ROBERTSON, M.D.,

Professor of Theory and Practice of Medicine and Clinical Medicine.

J. F. KENNEDY, M.D.,

Professor of Obstetrics.

W. D. MIDDLETON, M.D.,

Professor of Physiology and Microscopic Anatomy.

J. C. SHRADER, M.D.,

Professor of Diseases of Women and Children.

WILLIAM C. PRESTON, B.Ph.,

Instructor in Physical Science.

G. L. PINKHAM, A.B.,

Instructor in English Language and Literature and History.

S. S. HOWELL, A.M.,

Instructor in Latin and Greek Languages.

ELLEN A. RICH, A.M.,

Instructor in Collegiate Department.

CELIA A. CURRIER, B.S.,

Instructor in Collegiate Department.

FRANK E. NIPHER, B.Ph.,

Assistant in Physical Science.

O. C. ISBELL,

Instructor in Music.

MISS SARAH J. LOUGHRIDGE,

Instructor in Normal Department.

LAW STUDENTS.

Acers, John T., Manchester, Iowa.
 Baker, E. Warren, Leon, Iowa.
 Baker, Seth L., Cottonville, Iowa.
 Ball, George W., Chicago, Ill.
 Brown, Cassius M., Muscatine, Iowa.
 Cole, Thomas R., Ottumwa, Iowa.
 Crosby, W. Otis, Columbus, Ohio
 Ervin, Alfred M., Madison co., Iowa.
 Ferguson, Arthur N., Bellevue, Neb.
 Ferree, William D., Plattsmouth, Neb.
 Finn, George L., Bedford, Iowa.
 Fuller, William E., West Union, Iowa.
 Glass, John D., Luana, Iowa.
 Haines, Richard M., Grinnell, Iowa.
 Hamilton, Alphius L., Ottumwa, Iowa.
 Hanna, Newton, Mt. Pleasant Iowa.
 Herring, Ebenezer, Norwalk, Iowa.
 Hilles, Howard, Sullivan, Ill.,

Hole, Leonard H., Sullivan, Ill.
 Hurd, A. Arthur, Galva, Ill.
 Kirk, Ralph H., Hopkinton, Iowa.
 Koogler, John H., Washington, Iowa.
 Ladd, Oliver M., Ottumwa, Iowa.
 LeRoy, Millard F., Manchester, Iowa.
 McPherson, Smith, Mooresville, Ind.
 Mills, Milton A., Montana Territory.
 Nimocks, George W., Ashland, Iowa.
 O'Dowd, Terence, Dubuque, Iowa.
 Patterson, C. A., Marshalltown, Iowa.
 Perry, Edward A., Lafayette, Ills.
 Redman, Wm. H., Montezuma, Iowa.
 Stidger, Nathan H., Keosauqua, Iowa.
 Sucksdort, H. F., Davenport, Iowa.
 Thomas, Lot, New Virginia, Iowa.
 Wolf, Francis M., Akron, Ohio.
 Wolfe, Patrick B., Toronto, Iowa.

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NORMAL STUDENTS.

FIRST CLASS.

Bloor, Samantha C., West Point.
 Bettesworth, Jennie, Maquoketa.
 Carleton, Mattie, Iowa City.
 Chambers, Eunice, Springdale.
 Kauffman, Louisa, Iowa City.
 Lloyd, Isabella H., Iowa City.
 Meacham, Lucretia E., Clay.

Carse, John Henry, Fairfield.
 Fairbrother, Joseph A., China, Me.
 Haddock, George B., Iowa City.
 Helm, Joseph C., Orford.

McCrory, Georgie S., Iowa City.
 Parker, Mary Webb, Pella.
 Sanders, Elma Ann, Iowa City.
 Satterthwaite, Clara Jay, Muscatine.
 Shepherd, Lavinia, Iowa City.
 Welch, Mary Stone, McConnelville, O.

King, Samuel I., Waterloo.
 Matthews, Joseph Clark, Muscatine.
 Odell, Benjamin F., Greeley.

SECOND CLASS.

Batley, Lois T., Hesper.
Bailey, Mantie E., Biven's Grove.
Brown, Edith, Iowa City.
Claflin, Emma S., Lebanon.
Connor, Fannie, Muscatine.
Cowgill, Agnes V., Oasis.
Deering, Mary C., Independence.
Dick, Nettie, Fairfax.
Ellis, Mary A., Missouri Valley.
Eastman, May C., Iowa City.
Hart, Susan, Iowa City.
Hinman, Sarah J., Low Moor.
Lee, Alice, Vernis, Penn.
Luse, Sarah A., Lancaster, Mo.
McCowan, Mary, Lebanon, Ohio.

Moreland, Sarah, Iowa City.
Odell, Alice, Greeley.
Paige, Anna E., Vinton.
Parrott, Emma, Iowa City.
Patterson, Lillie L., Iowa City.
Romans, Hanna J., De Witt.
Rodgers, Amanda E., Oskaloos
Resor, Mary, Troy.
Sale, Leonora, Iowa City.
Shircliff, Mary F., Iowa City.
Thompson, Mary E., Oasis.
Wood, Mattie, Iowa City.
Watters, Sallie M., Downey.
Willson, Mary E., Iowa City.

Baker, Benjamin S., Wolsdale.
Colburn, Ernest A., Camanche.
Free, Albert T., Toledo.
Gillespie, John A., Pedee.
Hardy, Arthur B., Farley.
Hutchins, Clayton B., Algona.
Luse, Stephen N., Lancaster, Mo.

Mikesell, Andrew J., Belle Plaine.
McCready, Joseph, Vinton.
Pomeroy, Henry C., Nora.
Rosenberger, Henry C., Marengo.
Spade, Ami H., Anamosa.
Waters, Dennis A., Downey.

First Class.....	20
Second Class....	42
Total.....	62

ACADEMICAL STUDENTS.

RESIDENT GRADUATES.

French, Morton, Griswold College. Heizer, Rev. Alex. M., Yellow Springs
College.

—2.

UNDERGRADUATES.

SENIOR CLASS.

Graves, Sarah V., Jacksonville, Ill. Shepard, Kate F., Garden Grove.
Myers, Mary E., Iowa City.

Brown, Wm. E., Cedar Falls.
 Cook, Justin E., Jesup.
 Harrington, C. O., Homestead.
 Hiatt, Amos, Jr., Oskaloosa.
 Hofiman, Wm., Grandview.
 Jenks, A. P., Osceola.

Matthews, J. C., Muscatine.
 Nipher, F. E., Iowa City.
 Pickler, J. A., Kirksville, Mo.
 Preston, C. H., Oskaloosa.
 Schell, Jas. P., Downey.

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JUNIOR CLASS.

Griffith, Lizzie, Mt. Pleasant.
 Scales, M. Ellen, Iowa City.
 Dana, Newell B.,* Kirksville.
 Doe, Edward M., Iowa City.
 Firbrother, J. Albert, China, Me.
 Helm, J. C., Orford.
 Loughridge, Albert, Oskaloosa.

Lytle, Wm., Washington.
 McClain, Emlin, Iowa City.
 Odell, B. F., Greeley.
 Switzer, Frank, Fairfield.
 Twining, Lauriston, Washington.
 Williams, J. Madison, Swede Point.

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SOPHOMORE CLASS.

Cherry, M. F., Saratoga Springs, N. Y.
 Dull, Kate R., Iowa City.
 Eaton, Lida, Muscatine.
 Kauffman, Lou, Iowa City.

McLeary, Sarah, Iowa City.
 Milliken, Priscilla, Raritan, Ill.
 Mordoff, Louisa, Iowa City.
 Underwood, Mary E., Muscatine.

Adams, Charles B., Iowa City.
 Anderson, Jno. E., Lake Mills.
 Anderson, W. B., Washington.
 Butler, George D., Lyons.
 Carr, Edmund R., Monroe.
 Cousins, Edward B., Red Oak.
 Fitch, Robert E., Toledo.
 Gordon, Perry Newton, Earlville.
 Hanna, Henry Wilson, Blairstown.
 Hanna, L. Smith, Mount Pleasant.

King, Marvin R., Hamilton, Ill.
 McClellan, George F., Stanwood.
 Medes, William J., Keokuk.
 Robertson, Walter H., Independence.
 Rodman, G. Granville, Washington.
 Saunderson, Robert, Blairstown.
 Sheldon, Albert, Tipton.
 Wilson, Daniel S., Ladora.
 Wylie, Jas. R., Crawfordsville.

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FRESHMAN CLASS.

Bowen, Hortense, Iowa City.
 Craven, Anna, Oskaloosa.
 Fairall, Mary E., Iowa City.
 Floyd, Louise F., Iowa City.
 Moore, Ida, Belleair.

Prescott, Alice, Enterprise, Miss.
 Rogers, Ursula M., Iowa City.
 Safford, Mary, Hamilton, Ill.
 Shrader, Lucy A., Iowa City.
 Terrell, Mary A., Iowa City.

* Deceased, April 10, 1870.

Abbott, George H., Muscatine.
 Anderson, David M., Washington.
 Baldwin, Charles, Keosauqua.
 Barbour, Wm. H., Davenport.
 Berryhill, James G., Iowa City.
 Blazer, Monroe S., Inland.
 Bowman, Levi, Wooster, O.
 Burgess, Edward D., Webster City.
 Byram, Albert B., Janesville.
 Casady, Simon, Des Moines.
 Craig, W. Bayard, St. John, N. B.
 Culver, John G., Tipton.
 Garrett, Cyrus W., Kansas City, Mo.
 Glass, Robert C., Luana.
 Green, Z. C., De Witt.
 Guthrie, George W., Troy.
 Hanna, Robert P., Burlington.
 Hughes, Samuel M., Muscatine.
 Johnson, M. N., Decorah.
 Kauffman, John W., Iowa City.

Kitner, William B., Oskaloosa.
 Koogler, W. G., Richmond.
 Macy, Nathan W., Springdale.
 McCall, John A., Nevada.
 McIlree, Alex., Richmond.
 Mize, T. J., Troy.
 Myers, David A., Gettysburg, O.
 Osmond, William, Osceola.
 Robinson, Edward, Greenbush, Wis.
 Rowen, William F., Janesville.
 Seerley, Homer H., South English.
 Shafer, Austin C., Mt. Ephraim, O.
 Smith, Carey R., Iowa City.
 Turton, H. A., Farmington.
 White, Charles E., Iowa City.
 Williams, A. Oscar, Clinton.
 Williams, Thomas J., Iowa City.
 Wood, Nathan H., Anamosa.
 Wylie, John M., Crawfordsville.

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SUB-FRESHMAN CLASS.

Alt, Alice M., North Liberty.
 Chapin, Belle, Iowa City.
 Chapin, L. Loretta, Durant.
 Clites, Maggie, Iowa City.
 Colburn, Flora E., Camanche.
 Cones, Carrie, Davenport.
 Curtis, Fanny, Dexter, Me.
 Hughes, Emma, Iowa City.

Berger, Charles A., Iowa City.
 Bibler, Columbus, Webster City.
 Bond, Charles A., Copi.
 Carman, Edward, Agency City.
 Casebeer, J. A., Tipton.
 Chalfant, Arthur E., Iowa City.
 Chambers, Hamlin J., Belle Plaine.
 Coe, George B., Port Byron, Ill.
 Cone, J. Walter, Conesville.
 Cook, Francis H., Magnolia.
 Cox, Frank P., Winterset.
 Crane, John W., Montrose.
 Dowden, Ashford T., Prairie City.

Kinney, Amanda, Iowa City.
 Linah, Kittie, Iowa City.
 McPherson, Ida, Council Bluffs.
 Mahan, Nannie H., Iowa City.
 Mussulman, Clara B., Fairfield.
 Shepard, Fannic B., Garden Grove.
 Van Fleet, Hattie R., Iowa City.
 Wilcox, Ella M., Iowa City.

Fairall, Herbert S., Iowa City.
 Finkbine, Charles A., Iowa City.
 Funk, Charles W., Keosauqua.
 Griffin, N. E., La Motte.
 Griffiths, John L., Iowa City.
 Greer, Wm. A., Iowa Falls.
 Hammond, Herbert, Tipton.
 Hanson, Lawrence, Iowa Falls.
 Heizer, Cyrus W., Kossuth.
 Heizer, D. N., Kossuth.
 Hiatt, Harman, Oskaloosa.
 Hodges, Wm. J., La Motte.
 Huston, Wm., Fairfield.

Hubbard, Charles R., Keokuk.	Rodgers, Wm. F., Oskaloosa.
Jeffrey, A. H., Ainsworth.	Romans, Jno. B., De Witt.
Kelley, Edmund L., Benton.	Rood, Wm., Springdale.
Kelley, J. M., Benton.	Rose, Euphrates A., Yatton.
Kelley, P. P., Benton.	Sage, Emerson W., Victor.
Kennedy, John, Iowa Falls.	Sanders, Euclid, Iowa City.
Koons, J. H., Boston, Ind.	Seymour, Frank E., Iowa City.
Livingston, W. J., Ainsworth.	Shields, Wilbur, Iowa City.
Lovelace, Chauncey A., Iowa City.	Simmonds, Marvin L., Stanwood.
Mattison, Thomas, Oskaloosa.	Springer, Arthur, Columbus.
McConnell, J. J., Ainsworth.	Swiaher, Jno. P., Shueyville.
McLoud, Edward S., Tallegrand.	Tatum, Elwood, Ft. Sill, Ind. Territory.
McMillan, Edward C., Ainsworth.	Tibbetts, Geo. W., Belfast, N. Y.
Montgomery, Joel, Springdale.	Tomson, Joseph, Oskaloosa.
Murphy, D., Wilton.	Van Camp, A. E., Omaha, Neb.
Morseman, A. H., Iowa City.	Wade, Louis, F., Detroit, Michigan.
Neiman, Jno. N., Tipton.	Walker, Jno. A., Princeton.
Newton, Lester W., Belle Plaine.	Ward, Reuben, Council Bluffs.
Ochiltree, Henry M., Morning Sun.	Westfall, Jno. B. W., Winterset.
Odell, G. H., Greeley.	Weeber, Wm., J., Iowa City.
Parker, G. F., Des Moines.	Wyant, Ned., Janesville.
Pickering, W. E., Springdale.	Young, Wm. J., Albia,
Robertson, J. C., Dutch Creek.	87

SUMMARY.

Resident Graduates	2	Freshman.....	49
Seniors.....	14	Sub Freshman.....	87
Juniors... ..	13		
Sophmores.....	27	Total.....	192

INTRODUCTORY CLASS.

Allard, Ettie M., Iowa City.	Coulter, Louisa Alice, Oasis.
Allin, Alice, Iowa City.	Crawford, Virginia, Calhoun.
Bacon, Emma, Iowa City.	Culbertson, Maggie, Tipton.
Ballard, Carrie, Oakfield.	Dawson, Mary Emma, Iowa City.
Bartlett, Jennie, Round Grove.	Duff, Cyrena J., Iowa City.
Bechtell, Lucy N., Victor.	Ellis, Clara, Iowa City.
Blakesley, Ida M., Iowa City.	Ellis, Sada C. Iowa City.
Carter, Vona, Iowa City.	Farr, Ellen, Winfield.
Charles, Lucy W., Iowa City.	Fisher, Mary, Solon.
Christopher, Francis Ella, Oxford.	Gilbert, Marion, Iowa City.
Connelly, Emma, Iowa City.	Gilliland, Mary, Iowa City.
Coulter, Emma J., Iowa City.	Griffith, Annie E., An ta.

Hall, Flora E., Iowa City.
 Haroff, Libbie, Muscatine.
 Harrington, Angeline, Homestead.
 Hartsock, Hattie, Iowa City.
 Heudtlass, Hattie, Iowa City.
 Holmes, Maggie, Atalissa.
 Howard, Louie, Tipton.
 Huff, Alice A., Iowa City.
 Hughes, Lou E., Iowa City.
 Jones, Jennie M., Iowa City.
 Kenyon, Emma O., Amish.
 Kenyon, Helen E., Amish.
 Kerr, Amy, Fairfax.
 Kinney, Florence, Iowa City.
 Knight, Kate, De Witt.
 Lawton, Grace, Dubuque.
 Lovelace, Louisa E., Iowa City.
 Lowmiller, Laomi, Iowa City.
 Mansfield, Emma, Iowa City.
 Marshall, Saretta M., Iowa City.
 McElwaine, Vannie, Iowa City.
 Miller, Elizabeth K., Muscatine.
 Miller, Rebecca S., Muscatine.
 Montgomeay, Minerva E., Exira.
 Moon, Mary E., Iowa City.
 Morse, Elvira L., Iowa City.
 Murphy, Maggie G., Danforth.
 Muzzy, Frona M., Camanche.
 Mygatt, Flora B., Iowa City.

Anson, A. C., Marshalltown.
 Anson, S. R., Marshalltown.
 Baldwin, John, Cedar Bluffs.
 Banks, Robert A., Village Creek.
 Barclay, Preston W., West Liberty.
 Barnett, Louis, Mitchell.
 Baum, John, Vinton.
 Blake, Winfield S., Belle Plaine.
 Bowman, John F., North Liberty.
 Bridensline, Sylvester J., N. Liberty.
 Buchanan, Wm. H., Solon.
 Buzick, Henry C., North Point, Mo.
 Byington, Robert W., Iowa City.
 Chamberlin, Leroy F., North Liberty.
 Cheshire, Thos., Montezuma.

Odell, Abbie, Greeley.
 Odell, Nannie, Greeley.
 Osmond, Ellie, Iowa City.
 Phelps, Sarah L., Malden, Ill.
 Piercy, May J., Buffalo Fork.
 Pilbeam, Ida, Belle Plaine.
 Pinney, Hattie E., Iowa City.
 Plants, Lucy, Winfield.
 Powell, Sarah E., Iowa City.
 Rankin, Lavina C., Iowa City.
 Rankin, M. E., Iowa City.
 Reno, Flora, Iowa City.
 Rumsey, Electa M., State Center.
 Sasseen, Lucia, Boonville, Mo.
 Sawyer, Julia E., Iowa City.
 Seeley, Lucy J., Primrose.
 Seydell, Mamie, Iowa City.
 Skinkle, Belle, Iowa City.
 Smith, Anna M., Downey.
 Strohm, Anna M., Wilton.
 Sweeney, Jennie H., Iowa City.
 Switzer, Maggie E., Iowa City.
 Tantlinger, Alice, Tiffin.
 Van Fleet, Ella L., Iowa City.
 Waldron, Belle, Iowa City.
 Wicks, Mattie, Davenport.
 Wintermute, Jarah J., Lytle City.
 Wood, Millie, Dayton, O.
 Woodstock, Nellie, Iowa City.

Clark, Geo. B., Iowa City.
 Clearman, Edward, Iowa City.
 Clingan, Chas. E., Vinton.
 Cohick, Walter, Iowa City.
 Combs, J. W., Colesburg.
 Cook, C. J., Bangor.
 Felkner, Oscar O., Vinton.
 Fesler, D. A., Yatton.
 Fesler, John, Yatton.
 Gibbs, Frank, Iowa Falls.
 Goodrich, Ezra, Red Oak.
 Hall, Elbert A., Belle Plaine.
 Hall, John W., Montezuma.
 Hetzel, Louis O., Monticello, Ill.
 Hill, Isaac, Magnolia.

Hill, James H., Montana.	Reman, Nelson L., Dresden.
Hinchen, John, Lansing.	Roberts, John R., Iowa City.
Howard, E. B., Bangor.	Rock, G. Taylor, Vinton.
Howard, D. W., Tipton.	Seerly, John J., South English.
Hoyt, Charlie L., Iowa City.	Slaughter, James F., Albany, O.
Kauffman, Eddie, Iowa City.	Smith, James A., Fairfield.
Kauffman, Harry, Iowa City.	Spear, Stuart, Red Oak.
Kizer, J. W., Tipton.	Sperry, George, Iowa City.
Lamb, Jacob W., Toledo.	Spohn, James H., Cedar Bluffs.
Livingston, Thos. W., Ainsworth.	Springer, Warren, Columbus City.
Mebana, Wm. T., Eveland Grove.	Strub, Herman A., Iowa City.
Mills, Chauncey L., Fingal, Canada.	Switzer, Charles E., Iowa City.
Oren, Samuel A., Laporte City.	Switzer, Joshua P., Iowa City.
Osmond, Kirk, Iowa City.	Watson, George B., Iowa City.
Parmenter George, Edgington, Ill.	Webb, A. D., Springfield, Wis.
Parvin, Theodore W., Iowa City.	White, Henry C. Marion.
Patterson, Robert C., Newton.	Wilson, Bruce A., Mason City.
Rankin, Wm. M., Iowa City.	Xanten, Frank A., Iowa City.
Read, Wm. H., Fairfield.	

SUMMARY.

Introductory.....	149	Law.....	36
Academical.....	192	Normal.....	62
		Total (1869-70)	439

SECTION III.

OFFICERS, INSTRUCTORS, AND STUDENTS.

1870-71.

GEORGE THACHER,

President of the University, and Professor of Mental and Moral Science.

NATHAN R. LEONARD, A.M.,

Dean of the Academical Faculty, and Professor of Mathematics and Astronomy.

GUSTAVUS HINRICHS, A.M.,

Professor of Physical Science.

CHARLES A. EGGERT, A.M.,

Professor of Modern Languages.

WM. G. HAMMOND, LL.D.,

Resident Professor of Law, and Dean of the Law Faculty.

GEORGE G. WRIGHT, LL.D.,

(United States Senator.)

Professor of Constitutional and Criminal Law.

CHESTER C. COLE, LL.D.,

(Of the Supreme Court of Iowa.)

Professor of Commercial Law, and the Law of Persons and Personal Rights.

AMOS N. CURRIER, A.M.,

Professor of the Latin Language and Literature, and University Librarian.

CHARLES A. WHITE, A.M., M.D.,
Professor of Natural Science.

STEPHEN N. FELLOWS, A.M.,
Professor of Didactics.

JOHN F. DILLON, LL.D.,
(U. S. Circuit Judge.)
Professor of Medical Jurisprudence.

W. F. PECK, M.D.,
Dean of Medical Faculty and Professor of Surgery.

P. J. FARNSWORTH, M.D.,
Professor of Materia Medica.

J. M. BOUCHER, M.D.,
Professor of Anatomy.

W. S. ROBERTSON, M.D.,
Professor of Theory and Practice of Medicine.

W. D. MIDDLETON, M.D.,
Professor of Physiology and Microscopic Anatomy.

J. C. SHRADER, M.D.,
Professor of Obstetrics and Diseases of Women and Children.

LEONARD F. PARKER, A.M.
Professor of the Greek Language and Literature.

MRS. ELLEN A. RICH, A.M.,
Instructor in Mathematics.

★
MRS. CELIA A. M. CURRIER, B.S.,
Instructor in Latin.

WILLIAM O. PRESTON, B.Ph.,
Instructor in Physical Science.

MISS SARAH F. LOUGHRIDGE,
Instructor in Normal Department.

GEO. T. KELLER, A.M.,
Instructor in the English Language and Literature.

FRANK E. NIPHER, B.Ph.,
Assistant in Physical Science.

OTTO SCHMIDT,
Assistant in German.

O. C. ISBELL,
Instructor in Music.

JOHN NORTH, M.D.,
Demonstrator in Anatomy, and Curator of the Museum.

R. W. PRYCE.
Pro-Sector of Surgery.

E. H. HAZEN, M.D.,
Lecturer on Ophthalmology and Otology.

MARK RANNEY, M.D.,
(Superintendent of the Iowa Hospital for the Insane,)
Lecturer on Insanity.

P. T. SMITH, D.D.S.,
Lecturer on Dental Surgery.

LAW STUDENTS.

Barclay, James Traer, West Liberty.	Lynch, William Allen, Mt. Pleasant.
Brown, Cassius M., Muscatine.	McCready, James E., Vinton.
Burling, Frederick S., Colorado Ter.	Macy, John Coggeshall, Newport, R. I.
Callander, Darius Frank, Bradford.	Martz, Dennis J., Elm Spring.
Campbell, Alva Ellsworth, Blue Grass.	Melvin, Joel H., Sheffield, Ill.
Carr, Edward M., Manchester.	Morris, Edward T., Galesburg.
Clark, Ernest Edward, Corydon.	Names, Charles E., Welton.
Conniff, Thomas H., jr., Sioux City.	Names, Loring W., Welton.
Doe, Edward Madison, Iowa City.	Nimocks, George W., Ashland.
Doze, John C., Mills county.	Patterscn, Calvin A., Williamsburg, Pa.
Dunlavy, Levi, Drakeville.	Ranck, Cyrus S., Dallas City, Ill.
Eaton, Willard L., Osage.	Sears, Reuben Edward, Grinnell.
Ege, Chap Peter, Albany, Ill.	Simenson, Rasmus J., Ossian.
Greene, Sturgis H., Adel.	Smith, Arthur L., Alden.
Hamilton, Alphius Lamont, Ottumwa.	Snow, Eugene E., Grinnell.
Heine, Franklin, Cedar Rapids.	Snyder, Theodore B., Burlington.
Hull, Andrew Jackson, Morgan, co., Ill.	Tracy, Samuel K., Burlington.
Ingham, Thomas Edward, Wilton.	VanCamp, Andrew N., Sweetland Center
Jackson, William N., Waterloo.	Van Winkle, William T., Oskaloosa.
Kinsey, William, Durant.	Wolf, William H., Prairie City.
Kissick, Robert, Oskaloosa.	Wright, Samuel Drew, Mt. Pleasant.
Lindberg, John A., Bridgeport.	Young, Joseph W., jr., Utah Territory.
Lyman, Jacob P., Grinnell.	

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MEDICAL STUDENTS.

Byers, George W. Nashua.	Koogler, Wm. H., Richmond.
Carmichael, Benj. F., Davenport.	Lilly, Melvin W., Centre Point.
Charlton, Josephus B., Baden.	Mason, Martin, Smithland.
Frost, George W., Clinton.	Martyn, John L., Homestead.
Hall, Robert S., New York.	Nichols, Wm. H., Waltham.
Hanna, John W., Mt. Pleasant.	Nichols, Charles E. Girard.
Hankins, Wm. A., Atlanta.	North, Gustavus, Springville.
Hetzel, Louis C., Monticello, Ill.	Homer R. Page, B. A., New Sharon.
Holmes, Jesse, West Liberty.	Isaac L. Potter, Mt. Pleasant.
Jennings, John M., Council Bluffs.	Robertson, James C., Dutch Creek
Kulp, John H., Muscatine.	Seems, Tilghman, Talleyrand.

Scott, James, Guthrie Centre.
 Skinkle, George L., Iowa City.
 Tulloss, Nathan, H., Iowa City.
 Vogt, Wm. J., Iowa City.

Webber, C. L., West Union.
 Wheeler, Charles C., Oxford.
 Worley, Howard A., Davenport.

Cleaves, Miss M. Abbie, Davenport.
 Jennings, Mrs. Mary B., Council Bluffs.
 Orr, Miss Lorinda, Iowa City.
 Preston, Mrs. Jane A., Iowa City.

Ronald, Miss Carrie M., Grandview.
 Shepherd, Mrs. Ame. A., Iowa City.
 Smith, Mrs. Mary, Iowa City.
 Whitfield, Mrs. Isabel G., Parkersb'g.

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NORMAL STUDENTS.

Baker, Benjamin S., Correctionville.
 Colburn, Ernest A., Iowa City.
 Domer, William S., Rockland, Penn.
 Gordon, Perry N., Earlville.

Gillespie, John A., Pedee.
 Hanson, Lawrence, Iowa Falls.
 King, Marvin B., Hamilton, Ill.
 Watters, Dennis A., Downey.

Bailey, Mantie E., Biven's Grove.
 Bettesworth, Eleanor, Makoquota.
 Brown, Edith E., Iowa City.
 Dana, Annis M., Pella.
 Dick, Antoinette M., Fairfax.
 Hedges, Mary K., Fairfax.
 Linman, Sarah J., Low Moor.
 Luse, Sarah A., Glenwood, Mo.

Paige, Anna E., Vinton.
 Rodgers, Amanda E., Oskaloosa.
 Rudd, Mattie E., Pella.
 Ryan, Mary, Iowa City.
 Sperry, Lizzie, Iowa City.
 Thompson, Mary E., Oasis.
 Wilcox, Ellen M., Iowa City.

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ACADEMICAL STUDENTS.

RESIDENT GRADUATES.

French, Morton, Griswold College.
 Heizer, Rev. Alex. M., Yellow Springs
 College.

Hiatt, Amos, University.
 Shepard, Kate F., University.
 Apthorp, Mary E., Iowa College. —5.

SENIOR CLASS.

Fairbrother, J. Albert, China, Me.
 Loughridge, Albert, Oskaloosa.
 Lytle, William, Washington.
 McClain, Emlin, Iowa City.
 Smitzer, Frank, Fairfield.

Williams, J. Madison, Swede Point.
 Wylie, James Renwick, Crawfordsville.
 Griffith, Lizzie, Mt. Pleasant.
 Scales, M. Ellen, Iowa City.

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JUNIOR CLASS.

Anderson, John E., Lake Mills.	McClurkin, Sam. R., Ayres Point, Ills.
Anderson, William B., Washington.	Medes, William, J., Keokuk.
Boyd, R. A., Washington.	Odell, Benjamin F., Greeley.
Carr, E. R., Monroe.	Powers, Le Grand, Preston, N. Y.
Cousins, Edward B., Red Oak.	Saunderson, Robert, Fairfax.
Craig, W. Bayard, St. Johns, N. B.	Sheldon, Albert, Tipton.
Fitch, Robert E., Toledo.	Swisher, E. Abram, Shueyville.
Gordon, Perry Newton, Earlville.	Wilson, Daniel S., Ladora.
Hanna, Henry Wilson, Blairstown.	Dull, Kate R., Iowa City.
Hanna, L. Smith, Burlington.	Eaton, Lida, Muscatine.
Houston, S. B., Greenwood, Mo.	Fairall, Mary E., Iowa City.
King, Marvin R., Hamilton, Ill.	Kauffman, Lou, Iowa City.
McCall, John A., Nevada.	McCleary, Sarah, Iowa City.
McClellan, George F., Stanwood.	Milliken, Priscilla, Biggsville, Ill.

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SOPHOMORE CLASS.

Anderson, David M., Washington.	Ketner, Wm. B., Oskaloosa.
Baber, Albert T., Newport Center.	Koogler, Washington G., Richmond.
Berryhill, James G., Iowa City.	Krug, John, Muscatine.
Bowman, Levi, Wooster, O.	Macy, Nathan W., Springdale.
Burgess, Edward D., Webster City.	Mattison, Thomas, Oskaloosa.
Burke, Wm. D., Wilton.	McIlree, Alexander, Richmond.
Byram, Albert B., Janesville.	Mize, Thomas J., Troy.
Campbell, A. E., Blue Grass.	Montgomery, John C., Bentonport.
Casady, Simon, Des Moines.	Myers, David A., Gettysburg, O.
Elwell, John O., Waterloo.	Osmond, William, Osceola.
Forbes, Wm. M., Rock Grove City.	Seerly, Homer H., South English.
Glass, Robert C., Luana.	Shafer, Austin C., Mount Ephraim, O.
Guthrie, George W., Troy.	Smith, Carey R., Iowa City.
Hanna, Robert P., Burlington.	White, Charles E., Iowa City.
Heizer, David N., Kossuth.	Williams, A. O., Clinton.
Hughes, Samuel C., Muscatine.	Williams, Thomas J., Iowa City.
Johnson, M. N., Decorah.	Wood, Nathan H., Anamosa.
Kellogg, Adelbert E., Tabor.	Wylie, J. M., Crawfordsville.
Craven, Anna, Oskaloosa.	Satterthwaite, Jay Clara, Muscatine.
Orr, Lorinda, Iowa City.	Shrader, Lucy, Iowa City.
Rogers, Ursula M., Iowa City.	Terrell, Mary A., Iowa City.

FRESHMAN CLASS.

Baldwin, Charles, Jr., Keosauqua.	Huston, William, Fairfield.
Barbour, William H., Davenport.	Kelly, J. M., Benton.
Barnett, Louis C., Davenport.	Kennedy, John, Iowa Falls.
Berger, Charles A., Iowa City.	Luse, Stephen N., Glenwood, Mo.
Bond, Charles A., Copi.	McCloud, Edward S., Talleyrand.
Burkhart, H. Z., Marshalltown.	Murphy, Dennis, North Liberty.
Chalfant, Arthur E., Iowa City.	Neiman, John N., Tipton.
Chambers, H. J., Iowa City.	Reid, F. D., Albia.
Cherry, J. A., Saratoga Springs, N. Y.	Rodgers, William F., Oskaloosa.
Cone, James W., Conesville.	Russell, George P., Des Moines.
Cotton, James G., Pella.	Sanders, Euclid, Iowa City.
Crane, J. W., Montrose.	Shields, Wilbur, Iowa City.
Deacon, Charles J., Marion.	Stone, Frank E., Waukon.
Fairall, Herbert S., Iowa City.	Swisher, John P., Shueyville.
Fitch, E. E., Fayette.	Tibbetts, George W., Belfast, N. Y.
Gibbs, Frank, Iowa Falls.	Tisdale, W. D., Des Moines.
Griffiths, John L., Iowa City.	Van Camp, A. E., Omaha, Neb.
Heizer, Cyrus W., Kossuth.	Walker, John A., Princeton.
Hiatt, Harmon, Oskaloosa.	Young, William J., Albia.
Hinchon, John W., Lansing.	
Andrews, Jesse, Iowa City.	Murphy, Lavanda, North Liberty.
Bailey, Mantle E., Biven's Grove.	Musselman, Clara B., Fairfield.
Cleaves, Abbie, Columbus.	Odell, Alice, Greeley.
Clites, Maggie, Iowa City.	Prescott, Alice, Enterprise, Mo.
Colburn, Flora E., Camanche.	Skiles, Ella P., Davenport.
Hughes, Emma, Iowa City.	Smith, Lucy F., Iowa City.
Lloyd, Louisa F., Iowa City.	

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SUB-FRESHMAN CLASS.

Ames, Alva, Johnson P. O.	Gibbons, W. A., North English.
Beem, J. T., Ladora.	Gillespie, S. S., Pedee.
Brainerd, Ossian H., Iowa City.	Given, Arthur M., Des Moines.
Brown, Lovilo H., Indianola.	Goddard, Thomas M., Troy.
Buckman, O. H., Atalissa.	Green, Willard R., Muscatine.
Byers, George, Nashua.	Greer, W. A., Iowa Falls.
Casebeer, John A., Tipton.	Haines, Clayton T., Attica.
Clarke, George D., Fairfield.	Hall, Edward A., Belle Plaine.
Cohick, Walter S., Iowa City.	Hall, John W., Montezuma.
Cole, Wm. W., Des Moines.	Hall, James S., Aledo.
Dawson, Jo. R., Washington.	Hamilton, John J., Ottumwa.
Fesler, John, Yatton.	Hanna, Thomas, Burlington.
Finkbine, Charles, Iowa City.	Hart, W. S., Camanche.

Flickinger, A. T., Winthrop.
 Hill, James H., Montana.
 Hilleary, Louis, Burlington.
 Hohman, Charles H., Lincoln, Neb.
 Hodgers, W. J., Lamotte.
 Holmes, D. A., Marshalltown.
 Jacque, C. B., Marengo.
 Johnston, G. P., Newton.
 Johnson, J. W., Indianapolis.
 Kettlewell, W. A., Iowa City.
 Lamb, Jacob W., Toledo.
 Leverich, John H., Wilton.
 Lovelace, Chauncy, Iowa City.
 Lucas, Robert, Iowa City.
 Luse, Walter C., Des Moines.
 Lyon, Frank T., Stellapolis.
 Magill, Daniel P., Iowa City.
 Manson, R. B., Waterloo.
 Moon, Manly B., Iowa City.
 Morrow, T. J., Osceola.
 Nipher, Lyman T., Iowa City.
 Osmond, J. Kirk, Iowa City.
 Parsons, A. E., Brighton.
 Parvin, Theodore W., Iowa City.
 Price, David, Stellapolis.
 Rankin, Wm. A., Iowa City.
 Reed, J. J., Blackberry, Ill.
 Read, W. H., Fairfield.
 Richards, Julian W., Waterloo.

Atkinson, Ella M., Short Creek, Del.
 Bacon, Emma, Iowa City.
 Clark, Lizzie L., Iowa City.
 Cochran, Lillie, Davenport.
 Eastman, Eloise C., Iowa City.
 Elliot, Sadie, Montana.
 Evans, Lucy D., West Liberty.
 Gaus, Flora, York Center.
 Gray, Belle, Iowa City.
 Hamilton, Ella A., Ottumwa.
 Hance, Mattie, Biven's Grove.
 Hanson, Huldah J., Melpine.
 Henderson, Lizzie, Maquoketa.
 Hepburn, Eda, Clarinda.
 Huff, Alice, Iowa City.

Saylor, George S., Saylorville.
 Sampson, Gideon G., Fairfax.
 Scott, Orrin C., Marshalltown.
 Scott, John T., Luana.
 Shuell, T. J., Lytle City.
 Skiles, Hugh P., Walcott.
 Slagle, F. M., Fairfield.
 Slagle, B. W., Fairfield.
 Spear, Robert, Summit.
 Sperry, George, Iowa.
 Springer, Artur, Burlington.
 Sullivan, Dennis, Cascade.
 Swank, Henry H., Kingston.
 Swafford, C. C., Iowa City.
 Sweeney, James K., Iowa City.
 Teller, George, Albia.
 Teller, Isaac D., Albia.
 Townsend, R. B., Albia.
 Wall, Charles S., Anamosa.
 Wallick, M., Cedar Bluffs.
 Watson, George A., Washington.
 Westfall, J. B. W., Winterset.
 Wiligrod, Edward A., Marshalltown.
 Wilson, Rollie J., Fairfield.
 Wood, Alfred, Springdale.
 Woodrow, Thomas, Altoona.
 Wright, Carroll C., Des Moines.
 Yoder, C. C., Somerset.

Hughes, Lou E., Iowa City.
 Jackson, Harriet, Sunnyside.
 Jaque, Lillie, Marengo.
 Joy, Anna M., Elmwood, Ill.
 Kerr, Amy, Fairfax.
 Kinney, Florence, Iowa City.
 Lawton, Grace, Vinton.
 Lee, Blanche, Iowa City.
 Lewis, Minnie, Iowa City.
 Linah, Kate, Iowa City.
 Lovelace, Lou E., Iowa City.
 Mahan, Nannie, Iowa City.
 Mansfield, Emma, Iowa City.
 Mark, Emma, Albia.
 McMeans, Mattie, Andrew.

Millar, Rebecca, Muscatine.
 Millar, Lizzie, Muscatine.
 Minthorn, Phebe R., West Branch.
 Moon, Mollie E., Iowa City.
 Morse, Elvira, Iowa City.
 Muzzy, Sophronia M., Camanche.
 Nixon, Emma A., Ashland. O.
 Osmond, Ella, Iowa City.
 Phelps, Sarah, Malden, Ill.
 Rankin, Emma M., Iowa City.
 Remley, Clara, Oxford..

Ronald, Carrie, Grandview.
 Sanders, Kate, Iowa City.
 Sasseen, Lucia, Booneville, Mo.
 Sawyer, Julia E., Anamosa.
 Seymour, Emma L., Iowa City.
 Tantlinger, Alice, Tiffin.
 Thompson, Emma, Iowa City.
 Van Fleet, Ella, Iowa City.
 Ward, Anna B., Oxford.
 Whedon, Loraine, Iowa City.

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SPECIAL STUDENTS.

Aldrich, James H., Ida.
 Billingsley, R. W., Iowa City.
 Busick, H. C., North Point.
 Byington, Robert W., Iowa City.
 Casebeer, Charles, Tipton.
 Coe, Geo. B., Sterliug, Ill.
 Cox, F. P., Winterset.
 Free, A. T., Toledo.
 Greene, Wesley, Davenport.
 Hasner, E., Independence.
 Hull, Abijah, Wassonville.
 Kerr, E. F., Solon.
 Kimball, Charles H., Iowa City.
 Lee, Joseph, Iowa City.
 Lockhart, A. W.
 McClelland, P. W., Potsville.
 Mize, E. J., Troy.
 Morehead, H., Ida.

Morrison, J. K. P., Marengo.
 Morseman, H. A., Iowa City.
 Patterson, C. C., Washington.
 Patterson, R. C., Newton.
 Polley, J. F., Monona.
 Reynolds, Daniel, West Liberty.
 Sargent, E. W., West Side.
 Seerly, J. J., South English.
 Siebel, William, Oskaloosa.
 Spear, Stewart S., Red Oak.
 Spohn, James H., Cedar Bluffs.
 Thomas, Charles H., West Union.
 Vierth, Joseph H., Jesup.
 Vorse, Charles S., Des Moines.
 Yost, John L., Cassapolis, Mich.
 Watson, Geo. B., Iowa City.
 Worley, H. A., Davenport.

Aldrich, James H., Ida.
 Billingsley, R. W., Iowa City.
 Busick, H. C., North Point.
 Byington, Robert W., Iowa City.
 Casebeer, Charles, Tipton.
 Coe, George B., Sterling, Ill.
 Cox, F. P., Winterset.
 Free, A. T., Toledo.
 Greene, Wesley, Davenport.
 Hasner, E., Independence.
 Hull, Abijah, Wassonville.
 Kerr, E. F., Solon.
 Kimball, Charles H., Iowa City.

Lee, Joseph, Iowa City.
 Lockhart, A. W.
 McClelland, P. W., Postville.
 Mize, E. J., Troy.
 Morehead, H., Ida.
 Morrison, J. K. P., Marengo.
 Morseman, H. A., Iowa City.
 Patterson, C. C., Washington.
 Patterson, R. C., Newton.
 Polley, J. F., Monona.
 Reynolds, Daniel, West Liberty.
 Sargent, E. W., West Side.
 Seerly, J. J., South English.

Siebel, William, Oskaloosa.	Vorse, Charles S., Des Moines.
Spear, Stewart S., Red Oak.	Yost, John L., Cassapolis, Mich.
Spohn, James H., Cedar Bluffs.	Watson, Geoge, D., Iowa City.
Thomas, Charles H., West Union.	Worley. A. H, Bporavt.
Vierth, Joseph, Jesup.	
Allin, Letitia S., Iowa City.	Morse, Charlotte L., Newport.
Bowman, Rosa, Solon.	Patterson, Lillie, Iowa City.
Camp, K. L., Davenport.	Porter, Virginia, West Liberty.
Campbell, Lucy, Blue Grass.	Powell, Sarah E., Iowa City.
Casebeer, S. J., Tipton.	Romans, H., Clinton.
Charles, Lucy W., Iowa City.	Sale, Leonora, Iowa City.
Charles, Mattie, Iowa City.	Seydell, Mary, Iowa City.
Cool, Alice, Monticello.	Shircliff, M., Solon.
Deering, Mary E., Independence.	Smith, A. M., Downey.
Dow, Kate, —————	Strahl, A. C., Iowa City.
Hand, Emma, Iowa City.	Sweeney, Jennie, Iowa City.
Hand, Hattie, Iowa City.	Swisher, Kate, Shueyville.
Humphrey, Charlotte, Tipton.	Switzer, Maggie E., Iowa City.
King, Florella, Washington.	Tyler, Nettie, Iowa City.
Kinney, Amanda E., Iowa City.	Whoalen, Emma, Marshalltown.
Kost, Rosa A., Solon.	Whealen, Sallie, Marshalltown.
Lytle, Jennie, Washington.	Wicks, Mattie, Davenpcrt.
McCleery, Elizabeth, Columbus C ity.	Woodruff, M. P., Big Springs.
McCowan, Mollie, Lebanon, O.	Woodstock, Nettie, Iowa City.
McPherson, Ada, Council Bluffs.	Woodruff, Anna M., Newton.
McElwaine, Vannie, Iowa City.	Yearick, Alice, Washington.
Miller, Onua, Polk City.	

SUMMARY.

Law Department.....	45
Medical Department.....	37
Normal Department.....	23

ACADEMICAL DEPARTMENT.

Resident Graduates.....	5
Seniors.....	9
Juniors.....	28
Sophomores	42
Freshmen	52
Sub-Freshmen.....	136—272
Special Students.....	78
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Counted Twice.....	455
	8
	<hr/>
Total for 1870-71.....	447

SECTION IV.

FACULTY AND INSTRUCTORS.

1871-2.

GEORGE THACHER,
President of the University and Professor of Mental and Moral Science.

NATHAN R. LEONARD, A.M.,
Dean of the Academical Faculty, and Professor of Mathematics and Astronomy.

GUSTAVUS HINRICHS, A.M.,
Professor of Physical Science, and Director of the Laboratory.

CHARLES A. EGGERT, A.M.,
Professor of Modern Languages and Literature.

WM. G. HAMMOND, LL.D.,
Resident Professor of Law, and Dean of the Law Faculty.

WILLIAM E. MILLER,
(Of the Supreme Court),
Professor of Constitutional and Criminal Law.

CHESTER C. COLE,
(Of the Supreme Court)
Professor of Commercial Law, and the Law of Persons and Personal Rights.

AMOS N. CURRIER, A.M.,
Professor of Latin and Greek Languages and Literature.

CHARLES A. WHITE, A.M., M.D.,
Professor of Natural Science.

STEPHEN N. FELLOWS, D.D.,
Professor of Didactics.

JOHN F. DILLON, LL.D.,
(U. S. Circuit Judge.)
Professor of Medical Jurisprudence.

WM. F. PECK, M.D.,
Dean of the Medical Faculty and Professor of Surgery.

P. J. FARNSWORTH, M.D.,
Professor of Materia Medica.

W. S. ROBERTSON, M.D.,
Professor of Theory and Practice of Medicine and Clinical Science.

W. D. MIDDLETON, M.D.,
Professor of Physiology and Microscopic Anatomy.

J. C. SHRADER, M.D.,
Professor of Obstetrics, and Diseases of Women and Children.

LEONARD F. PARKER, A.M.,
Professor of the Greek Language and Literature.

ALEXANDER THOMSON, C.E.,
Assistant Professor of Mathematics.

E. H. HAZEN, M.D.,
Lecturer on Ophthalmology and Otology.

MARK RANNEY, M.D.,

(Superintendent of the Iowa Hospital for the Insane.)

Lecturer on Insanity.

E. F. CLAPP, M.D.,

Lecturer on Anatomy.

WILLIAM C. PRESTON, B.Ph.,

Lecturer on Agricultural Chemistry.

MISS SARAH J. LOUGHRIDGE,

Instructor in Normal Department.

G. L. PINKHAM, A.B.,

Instructor in English Language and Literature and General History.

FRANK E. NIPHER, B.Ph.,

Assistant in Physical Science.

OTTO SCHMIDT,

Assistant in German.

MISS E. A. GRIFFITH, B.Ph.,

Assistant in Mathematics.

L. SMITH HANNA,

Assistant in Latin.

JOHN NORTH, M.D.,

Demonstrator in Anatomy, and Curator of the Museum.

R. W. PRYCE, M.D.,

Pro-Sector of Surgery.

LAW DEPARTMENT, 1871-2.

Baldwin, Charles, Jr., Keosauqua.	McAllister, Stephen S., Sehuyler co., Neb
Bishop, George S., La Porte City.	McAndrews, Peter D., Monona.
Bruckard, Daniel W., Lancaster, Penn.	McCall, John A., Nevada.
Burling, Frederick S., Col. Ter.	Macy, John C., Newport, Rhode Island.
Carr, Edward M., Manchester.	Manning, Calvin., Keosauqua.
Campbell, Alva E., Blue Grass.	Miller, Daniel F., Jr., Keokuk.
Clingman, Stephen, Cedarville, Ill.	Mize, Thomas J., Troy.
Colburn, Ernest A., Iowa City.	Morris, Calvin B., Grand River.
Cox, Edwin H., —————	Morrison, George R., East Springfield, O.
Croy, John T. V., Colfax.	Names, Charles E., Wilton.
Delahayde, John, Grinnell.	Names, De Witt F., Wilton.
Eaton, Willard L., Osage.	Names, Loring W., Wilton.
Elwell, Jo C., Waterloo.	Remley, Howard M., Oxford.
Finn, George L., Bedford.	Rodman, George G., Washington.
Fogg, George S., Panora.	Scofield, Charles S., Des Moines.
Hampton, Albert C., Iowa City.	Scott, Joseph W., Oxford.
Hand, George W., Iowa City.	Slater, John W., Hartford, Conn.
Hewitt, Reuben, Sangamon county, Ill.	Smalley, Henry D., Waverley.
Hoffman, William, Muscatine.	Stem, Hulbert L , Jasper county.
Howe, H. S., Muscatine.	Templin, John W., Iowa City.
Hoxie, Joseph, New York, New York.	Terry, William N., Washington.
Jones, Orville D., Richland.	Watters, George W., Downey.
Kæiser, William M., Morgan Co., Ala.	Wilson, John, Helena, Nebraska.
Kelley, Horace A., Burlington.	Wood, Nathan H., Anamosa.
Kissick, Robert, Oskaloosa.	Wood, Oliver H., Brighton.
Lynch, Theron Y., Fairfield.	Wullweber, Hally G., Dubnque.
Lyon, Lucius E., Iowa City.	Young, Joseph W., Jr., Salt Lake, Utah

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MEDICAL DEPARTMENT.

STUDENTS.	RESIDENCE.	PRECEPTORS.
D. L. Adams.....	New Sharon.....	D. C. Morris... ..
Chas. H. Andrews	Atlantic	D. H. Cole.....
Frank Benham	Cascade	L. Benham
John L. Bailey	Rochester.....	Shrader & Pryce
Henry L. Bawdon.....	Davenport... ..	A. S. Maxwell.....
Wm. R. Bolding	Washington	Morgan & Cook
Sam'l. L. Barnes	Sunemin, Ill.....	D. E. Thomas.....
H. E. W. Barnes.....	Lacon, Ill.....	T. Tweedale

MEDICAL DEPARTMENT—CONTINUED.

STUDENTS.	RESIDENCE.	PRECEPTORS.
W. O. Bean.....	Waltham.....	<i>Practitioner</i>
T. J. Catlin.....	St. Peter.....	C. A. McCollom.....
D. W. C. Cook.....	New Liberty.....	N. B. Cotton.....
B. F. Carmachael.....	Davenport.....	W. F. Peck.....
James M. Carroll.....	Solan.....	Hanna & Darnell.....
J. B. Charlton.....	Baden.....	R. S. Bryce.....
Jos. W. Davis.....	Fort Madison.....	<i>Practitioner</i>
Lewis P. Eckles.....	Manchester.....	W. S. Robertson.....
Warren B. Evans.....	New Liberty.....	N. B. Cotton.....
Zenan C. Green.....	De Witt.....	Moore & North.....
Wm. M. Hilton.....	Laramie City, Wash. Ter.	G. F. Hilton.....
J. M. Hempstead.....	Iowa City.....	J. H. Boucher.....
Nathan Hunt.....	Iowa City.....	Shrader & Pryce.....
Frank Hanna.....	Blairstown.....	J. H. Boucher.....
Wm. A. Hawkins.....	Peru, Neb.....	J. H. Harnwell.....
Jesse Holmes.....	West Liberty.....	<i>Practitioner</i>
Geo. P. Johnston.....	Newton.....	P. M. Failor.....
John M. Jinnings.....	Council Bluffs.....	F. M. Pearman.....
John M. Kulp.....	Muscatine.....	W. S. Robertson.....
Chauncey Kimball.....	Iowa City.....	Shrader & Pryce.....
B. L. Louthan.....	Helena.....	J. B. Louthan.....
Jehu Lawis.....	Albion.....	Enoch Lewis.....
J. A. Lee.....	Jenett, Ohio.....	J. Beadle.....
M. W. Lilly.....	Center Point.....	F. W. Hunter.....
N. W. Mountain.....	Edna.....	.....
A. W. Manchester.....	Waubeck.....	H. W. Sigworth.....
C. K. Moffit.....	Chelsea.....	<i>Practitioner</i>
Geo. P. Neal.....	Columbus City.....	B. G. Neal.....
Wm. H. Nichols.....	Waltham.....	W. O. Bean.....
Gustavis North.....	Springville.....	J. North.....
Dr. Wm. Ott.....	Yatton.....	<i>Practitioner</i>
Charles B. Preston.....	Oskaloosa.....	<i>Faculty</i>
Cyril O. Paquin.....	Masonville.....	Wm. Robinson.....
Benj. H. Reynolds.....	Masonville.....	<i>Practitioner</i>
Charles Riterman.....	Brandon.....	J. B. Darling.....
Mich. Riordan.....	Blackinton, Mass.....	A. W. McClure.....
Frank L. Rounds.....	Washington.....	H. E. Fraser.....
James C. Robertson.....	Dutch Creek.....	Shrader & Pryce.....
Wm. H. Robertson.....	Dutch Creek.....	S. K. Spanlang.....
J. J. Rosseau.....	Washington.....	<i>Practitioner</i>
S. O. Stocklager.....	Louden.....	S. Andrews.....
J. A. Sturgess.....	Washington.....	E. F. Clapp.....
Jas. A. Sherman.....	Aurora, Ill.....	S. W. Blakely.....
C. L. Teats.....	Crystal.....	R. Teats.....
H. H. Virsen.....	Pella.....	.....
Thos R. Ward.....	Oxford.....	Shrader & Pryce.....
Jas. N. Wilson.....	Brandon.....	E. D. Wilson.....
Jas. A. White.....	Iowa City.....	Prof. White.....
C. L. Webber.....	West Union.....	S. C. Robinson.....
C. F. Waldron.....	Davenport.....	W. D. Middleton.....
H. A. Worley.....	Davenport.....	P. H. Worley.....
F. B. H. Wing.....	Aurora, Ill.....	O. D. Howell.....
V. S. Wilcox.....	Millersburg.....	Shrader & Pryce.....
Miller Young.....	Mt. Pleasant.....	W. Bird.....

MEDICAL DEPARTMENT—CONTINUED.

STUDENTS.	RESIDENCE.	PRECEPTORS.
Miss M. A. Cleaves.....	Davenport.....	W. F. Peck
Mrs. Pella Hay	Iowa City	Moon & North.....
Miss Lizzie Hess.....	Iowa City	<i>Faculty</i>
Miss R. Hanna.....	Burlington	— Gilmore
Mrs. M. B. Jennings.....	Council Bluffs	J. M. Jennings.....
Mrs. J. A. Preston	Iowa City	Wm. Vogt
Miss C. M. Ronnald.	Grand View....	J. H. Graham.....
Mrs. A. A. Shepard.....	Iowa City	J. H. Boucher.....
Mrs. I. G. Whitfield.....	Parkersburg	W. Whitfield

NORMAL CLASS.

Andrews, Jessie, Iowa City.	Odell, Alice, Greeley.
Camp, Kate L., Davenport.	Patterson, Lillie L., Iowa City.
Cool, Alice L., Monticello.	Persing, Georgia, Elmwood.
Deering, Mary E., Independence.	Romans, Hannah, De Witt.
Kinney, Amanda, Iowa City.	Ward, Anna B., Oxford.
Lloyd, Louisa F., Iowa City.	Whiting, Eva, Onawa.
Musselman, Clara B., Fairfield.	Wicks, Mattie, Davenport.
McCowan, Mary T., Lebanon, Ohio.	
Free, Albert T., Toledo.	Lytle, Wm., Washington.
Kennedy, John A., Iowa Falls.	McClellan, Geo. F., Stanwood.

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ACADEMICAL DEPARTMENT.

RESIDENT GRADUATES.

Heizer, A. M., A. B., Iowa City.	Myers, Mary, A. B., Iowa City.
McClain, Emlin, B. Ph., Iowa City.	Shepard, Kate, A. B., San Francisco.

SENIORS.

Anderson, W. B., Washington.	McClellan, G. F., Stanwood.
Anderson, J. E., Lake Mills.	Medes, W. J., Keokuk.
Boyd, R. A., Washington.	Lytle, Wm., Washington.
Cousins, E. B., Red Oak.	Powers, LeGrand, Preston, N. Y.
Craig, W. B., St. Johns. Neb.	Saunderson, Robert, Fairfax.
Fitch, R. E., Toledo.	Swisher, A. E., Shueyville.
Hanna, H. W., Marengo.	Switzer, Frank, Fairfield.
Houston, S. B., Greenwood.	Wilson, D. L. Ladora.
Eaton, Lida, Iowa City.	Milliken, Priscilla, Biggsville, Ia.
Fairall, Mary E., Iowa City.	—19.

JUNIORS.

Anderson, D. M., Washington.	Kooger, W. G., Richmond.
Baker, A. T., Lewport Center.	Macy, N. W., Springdale.
Berryhill, J. G., Iowa City.	Mattison, Thomas, Oskaloosa.
Byram, A. B., Janesville.	Myers, D. A., Gettysburg, Ohio.
Forbes, W. M., Rock Grove City.	Osmond, Wm., Osceola.
Glass, R. C., Luana.	Seerley, H. H., South English.
Guthrie, G. W., Troy.	Shafer, A. C., Mt. Ephraim, Ohio.
Johnson, M. N., Decorah.	Sheldon, Albert, Tipton.
Hughes, S. M., Muscatine.	White, C. E., Iowa City.
Kellogg, A. E., Tabor.	Williams, A. O., Clinton.
Ketner, W. B., Oskaloosa.	Williams, T. J., Iowa City.

Kauffman, Lou. S., Iowa City.
 Rogers, U. M., Iowa City.
 Satterthwaite, C. J., Muscatine.

Terrell, Mary A., Iowa City.
 Underwood, Mary, Muscatine.

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SOPHOMORES.

Barnett, L. C., Davenport.
 Berger, C. A., Iowa City.
 Bond, C. A., Copi.
 Burkart, H. L., Marshalltown.
 Burk, W. D., Wilton.
 Brush, Frank E., Charles City.
 Chambers, H. J., Iowa City.
 Fairall, H. S., Iowa City.
 Fitch, E. E., Fayette.
 Griffiths, J. L., Iowa City.
 Hanna, R. P., Burlington.
 Hiatt, Harmon, Oskaloosa.
 Houston, Wm., Fairfield.

Neiman, J. N., Tipton.
 Rogers, W. F., Oskaloosa.
 Russell, G. P., Des Moines.
 Sanders, Euclid, Iowa City.
 Shields, Wilbur, Iowa City.
 Stone, F. E., Waukon.
 Swisher, J. P., Shueyville.
 Tibbetts, G. W., Belfast, N. Y.
 Tisdale, W. D., Des Moines.
 Young, W. J., Albia.
 McCloud, E. S., Talleyrand.
 Murphey, Dennis, Iowa City.

Bailey, M. E., Biven's Grove.
 Craven, Annie, Oskaloosa.
 Murphy, Lavanda, Iowa City.

Prescott, Alice, Enterprise, Miss.
 Smith, Lucy F., Iowa City.

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FRESHMEN.

Ames, Alva, Johnson.
 Brainard, O. H., Iowa City.
 Byington, R. W., Iowa City.
 Cotton, J. G., Pella.
 Cone, J. W., Conesville.
 Chalfant, A. E., Iowa City.
 Clark, G. D., Fairfield.
 Craven, E. W., Oskaloosa.
 Finkbine, Charles, Iowa City.
 Flickinger, A. T., Winthrop.
 Flickinger, I. N., Winthrop.
 Free, A. T., Toledo.
 Gibbs, Frank, Iowa Falls.
 Hall, J. T., Aledo.
 Hasner, E. E., Independence.
 Hesse, F. T., Lyons.
 Jack, C. B., Iowa City.
 Lamb, J. W., Toledo.
 Lovelace, Chauncy, Iowa City.

Lowrey, E. W., Round Grove.
 Manson, R. B., Waterloo.
 Osmond, J. K., Iowa City.
 Parvin, T. W., Iowa City.
 Ramsdell, C. L., Young America, Ill.
 Scott, J. T., Luana.
 Seerley, J. J., South English.
 Skiles, H. P., Walcott.
 Slagle, F. M., Fairfield.
 Slagle, B. W., Fairfield.
 Swafford, C. C., Iowa City.
 Sweeney, M. L., Albia.
 Teller, George, Albia.
 Teller, Isaac, Albia.
 Willigood, E. A., Marshalltown.
 Wilson, R. J., Fairfield.
 Woodrow, Thomas, Altoona.
 Wright, C. C., Des Moines.

Charles, Lucy, Iowa City.
 Clark, Lizzie, Iowa City.
 Clites Maggie, Iowa City.
 Cochrane, Lillie, Davenport.
 Dana, A. M., Pella.
 Ensign, Laura, New Hartford.
 Evans, L. D., West Liberty.
 Helgeson, R. T., Decorah.
 Hepburn, Edith, Clarinda.

Hughes, Lou S., Iowa City.
 Hughes, Emma, Iowa City.
 Johnson, P. B., Decorah.
 Kinney, Florence, Iowa City.
 Lovelace, L. E., Iowa City.
 Osmond, Ella, Iowa City.
 Phelps, Sarah, Madden, Ill.
 Remley, Clara, Oxford.
 Tantlinger, Alice, Tiffin.

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SUB-FRESHMEN.

Alt, Albert, Johnson.
 Bain, J. H., North Liberty.
 Beem, J. T., Ladora.
 Billingsley, Ray, Iowa City.
 Bowman, S. C., Andalusia, Ill.
 Boucher, Frank, Iowa City.
 Bridenstine, S. J., North Liberty.
 Brown, Caleb, Muscatine.
 Burneson, A. J., Dryden.
 Cohick, W. S., Iowa City.
 Cowley, J. W., ———
 Clapp, Charles, Iowa City.
 Clapp, Lewis, Iowa City.
 Cowgill, G. T., Albion.
 Draper, A. D., Marshalltown.
 Davidson, H., Washington.
 Dunton, G. W., Belvidere, Ill.
 Fannon, W. H., Decorah.
 Forester, B. T. J., Atlantic.
 Fellows, Albion, Iowa City.
 Frazee, J. S., Toledo.
 Given, A. M., Des Moines.
 Greene, W. R., Muscatine.
 Hanna, A. J., Marengo.
 Hanna, Thomas, Burlington.
 Hart, N. S., Camanche,
 Ingraham, George, Millersburg.
 Lee, Isaac, Iowa City.
 Lee, Alfred, Iowa City.
 Leonard, L. O., Iowa City.
 Livingstone, T. W., ———

Lucas, Robert, Iowa City.
 Lufkin, Charles, Glenwood.
 Lyon, Frank T., Stellaspolis.
 Lytle, S. S., Washington.
 Loughridge, W. A., Oskaloosa.
 McConnell, J. J., Ainsworth.
 Moorehead, H., Ida.
 Murphy, O. M., Des Moines.
 Parmalee, H. C., Omaha, Neb.
 Patterson, R. C., Newton.
 Pollard, J. J., Roselle, Ill.
 Polley, J. F., Monona.
 Rankin, Wm., Iowa City.
 Read, W. H., Fairfield.
 Read, J. J., Blackberry, Ill.
 Rohde, Frederick, Durant.
 Saylor, G. S., Saylorville.
 Schoonover, A. D., Monticello.
 Shambaugh, J. E., Brush Creek.
 Sheets, James, Iowa City.
 Shortley, John, New Hampton.
 Showalter, W. C., Washington.
 Soper, —, Clinton.
 Spencer, Robert, Iowa City.
 Swank, Louis, Huron.
 Todd, H. D., Baden.
 Tolles, P. B., Glenwood.
 Watson, G. A., Washington.
 Watters, Labana, Washington.
 Westfall, J. B. W., Iowa City.

Brant, Allie, Des Moines.
 Brown, Dora, Iowa City.
 Campbell, Ella, Zoar.
 Chase, Martha, Sac City.
 Clark, Florinth, Iowa City.
 Clark, Allie, Iowa City.
 Cook, Sarah T., Ripon, Wisconsin.
 Gaston, Ada, Iowa City.
 Gray, Belle, Iowa City.
 Hall, Anne.
 Harrison, Emma, Iowa City.
 Holmes, Ella V., Iowa City.
 Hull, Celia, Marshalltown.
 Johnson, Ella, Iowa City.
 Johnson, Leora, Iowa City.
 Lee, Blanche, Iowa City.
 Linderman, Sarah, Davenport.
 Marshall, Saretta, Iowa City.
 March, Eva, Jesup.
 Martin, Carrie H., Iowa Falls.
 McKensie, Louisa, Hampton.
 McKensie, Emma, Hampton.
 Moon, Mollie, Iowa City.
 Neiman, Ella, Tipton.

Osmond, Ida, Iowa City.
 O'Leary, Helene, Iowa City.
 Owen, Mattie, Iowa City.
 Parker, H. J., Iowa City.
 Rankin, Emma, Iowa City.
 Riley, Josephine, North Liberty.
 Safford, Mary, Hamilton, Illinois.
 Sanders, Kate, Iowa City.
 Shepard, Fannie, San Francisco, Cal.
 Skales, Lizzie, Iowa City.
 Selby, Anna E., Iowa City.
 Seymour, Emma, Iowa City.
 Smith Emma, Mt. Pleasant.
 Smith, Mary E., Richmond.
 Smith, Anna M., Downey.
 Swafford, Mary, Iowa City.
 Thompson, Emma, Iowa City.
 Wheaton, Loraine, Iowa City.
 White, Allie, Iowa City.
 Williams, Josephine, Iowa City.
 Williams, Emma, Iowa City.
 Wood, Mattie, Iowa City.
 Woods, Sadie, Fairfield.
 Winsett, Vena, Gilbertsville.

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SPECIALS.

Adams, C. B., Iowa City.
 Aldrich, J. H., Ida.
 Clark, Perry, Iowa City.
 Coast, Oscar R., Iowa City.
 Fullinwider, Thomas, Kossuth.
 Hutchins, C. B. Algona.
 Henley, H. M., Davenport.
 Hull, Abijah H., Wassonville.
 Kling, Ira C., Lime Creek.
 Luse, W. C., Des Moines.
 McFaddon, Bernard, Iowa City.

Koogler, Augusta, Richmond.
 Mastellar, Annie, Oskaloosa.
 Meacham, M. L., Clay.
 Mordoff, Lou, Iowa City.
 Morse, Lottie, Iowa City.

McClelland, P. W., Postville.
 Moon, M. B., Iowa City.
 Morsman, A. H., Iowa City.
 Patterson, C. C., Washington.
 Shafer, E. H., Mt. Ephraim, Ohio.
 Thompson, J. A., Oskaloosa.
 Vorse, C. S., Des Moines.
 Walker, J. A., Princeton.
 Vierth, J. H., Jesup.
 Wood, J. S., Boonsboro.

Reed, Minnie, Belle Plaine.
 Richards, Ida, Richmond.
 Sperry, Lizzie, Iowa City.
 Strahl, Wilda, Iowa City.
 Sweeney, Jennie, Iowa City.

Tanner, A. R., Hopewell.
White, Lottie, West Branch.
Woodstock, Nettle, Iowa City.
Whealen, Sallie, Marshalltown,
Allin, L. S., Iowa City.
Barlow, M. E., Victor.
Cool, Mary, Monticello.
Cressey, E. L., Des Moines.
Eastman, E. G. C., Iowa City.

Ellis, Clara B., Iowa City.
Frantz, M., Iowa City.
Gans, Flora, York Center.
Hance, Mattie, Biven's Grove.
Hand, Hattie, Iowa City.
Heudtless, Hattie, Iowa City.
Jacque, Lillia V., Iowa City.
Kibler, Sarah, Windham.
King, Agnes, —————

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GRADUATES.

BACHELOR OF DIDACTICS.

Bloor, Samantha Cranston,
Bettesworth, Jennie,
Chambers, Eunice,
Kauffman, Louisa,
Lloyd, Isabella Henrietta,
Meacham, Lucretia Emma,

McCrory, Georgie S,
Parker, Mary Webb,
Sanders, Elma Ann,
Satterthwaite Clara, Jay,
Shepherd, Lavinia,
Welch, Mary Stone.

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Carse, John Henry,
Fairbrother, Joseph Albert,
Haddock, George Boyd,

Helm, Joseph Church,
Matthews, Joseph Clark,
Odell, Benjamin Franklin.

—7.

BACHELOR OF ARTS.

Graves, Sarah Virginia,
Myers, Mary Elizabeth,
Shepard, Kate Ford.

Cook, Justin Edwards,
Hiatt, Amos, Jr.,
Matthews, Joseph Clark.

Schell, James Perry. —7.

BACHELOR OF PHILOSOPHY.

Brown, William Edwin,
Harrington, Clinton Orr
Hoffman, William,

Jenks, Arthur Perry,
Nipher, Frank Eugene.
Pickler, John Alfred,

Preston, Charles Hicklen. —7.

BACHELOR OF SCIENCE.

Doe, Edward Madison.

BACHELOR OF LAWS.

Acers, John T.,
 Baker, E. Warren,
 Baker, Seth L.,
 Ball, George W.,
 Crosby, W. Otis,
 Ferguson, Arthur N.,
 Fuller, William E.,
 Glass, John D.,
 Hanna, Newton,

Herring, Ebenezer,
 Kirk, Ralph H.,
 Ladd, Oliver M.,
 LeRoy, Millard F.,
 McPherson, Smith,
 Mills, Milton A.,
 Redman, William H.,
 Stidger, Nathan H.,
 Sucksdorf, Henry F.,
 Wolfe, Patrick B. —19.

1871.

BACHELOR OF DIDACTICS.

Benjamin S. Baker,
 Ernest A. Colburn,
 William S. Domer,
 John A. Gillespie,
 Perry N. Gordon,
 Lawrence Hanson,
 Marvin R. King,
 Dennis A. Watters,
 Eleanor Bettesworth,
 Edith E. Brown,

Annis M. Dana,
 Antoinette M. Dick,
 Mary K. Hedges,
 Sarah J. Hinman,
 Sarah A. Luse,
 Anna E. Paige,
 Amanda M. Rodgers,
 Mattie E. Rudd,
 Mary Ryan,
 Lizzie Sperry,
 Ella M. Wilcox. —21.

DOCTORS OF MEDICINE.

Page, Norman R.,
 Tulloes, Nathan H.

Potter Isaac L.
 —3

BACHELOR OF LAWS.

Barclay, James T.
Brown, Cassius M.
Callender, Darius F.
Conniff, Thomas, H. Jr.
Doe, Edward M.
Dose, John C.
Greene, Sturgis H.
Hamilton, Alphius L.
Hine, Franklin
Ingham, Thomas E.
Sindberg, John A.
Lyman, Jacob P.
Lynch, William A.

Melvin, Joel H.
Morris, Edward T.
Nimocks, George, W.
Patterson, Calvin A.
Ranck, Cyrus S.
Sears, Reuben E.
Simenson, Rasmus J.
Smith, Arthur L.
Snow, Eugene E.
Snyder, Theodore B.
Van Camp, Andrew N.
Van Winkle, William T.
Wright, Samuel D.

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BACHELOR OF PHILOSOPHY.

James R. Wiley
Emlin McClain,

M. Ellen Skales,
Lizzie Griffith,

—4

BACHELOR OF ARTS.

J. Albert Fairbrother,

Albert Longhridge,

—2.

TABLE OF MEMBERS ACCORDING TO CLASSES.

YEARS.	Introductory.	Special Stu- dents.	Sub-Fresh- men.	Freshmen.	Sophomores.	Juniors.	Seniors.	Normal.	Medical.	Law.	Resident Graduates.	Total.	Total Gradu- ates.
1869-70.	149	.....	87	49	27	18	14	62	.....	36	2	439	52
1870 71.	.....	78	136	52	42	28	9	23	87	45	5	455	66
1871-72.	.....	49	109	55	80	27	19	20	72	54	4	489	.....

REMARKS.—It must be remembered that the number above given for the current year are those of the first term only, and that, judging from past experience, the aggregate will have become much larger at the time of the publication of our annual catalogue in May next.

It is also deserving of notice, as a remarkable and very important fact, that in this, the SECOND year since its organization, the MEDICAL DEPARTMENT has a class of more than SEVENTY STUDENTS.

And it is not less worthy of consideration that, in the Law Department, the yearly average attendance, which was only 10⅓ during its existence as the Iowa Law School, in Des Moines, has, since its incorporation with the University, increased to forty-five.

The whole number of students during the time covered by this report being, as is shown in the above table, it is still true that there have been only about nine hundred and seventy-five different persons. This apparent discrepancy is owing to the fact that many students are enrolled not once only, but twice or thrice, according to the period of their connection with the University, a discrepancy that will become greater from year to year as the proportion increases of those who extend their course of study through a term of years.

Of these nine hundred and seventy-five young men and young women, two hundred and sixteen are enrolled as residents of Johnson county; but of these thirty-five belong to families that have moved from distant points to the vicinity of the University in order to avail themselves of its educational facilities. From this it follows that the number of students in the foregoing lists, whose homes may properly be regarded as located in the immediate neighborhood of the University, is much less than one-fourth of the whole, and very much smaller than in former years, when the institution was sarcastically called "the Johnson County High School."

SECTION V.

ADMISSION TO THE SEVERAL DEPARTMENTS.—COURSES OF STUDY, EXPENSES, DEGREES, Etc.

ACADEMICAL DEPARTMENT.

GENERAL PLAN.

The full course of instruction in the ACADEMICAL DEPARTMENT occupies five years.

During the first three years, all the students who intend to complete this course, pursue, with one exception, the same studies, and in the same order, dividing their time equally between Literary and Scientific studies.

The studies of the last two years are elective, and arranged under the heads of Literary and Scientific, constituting two courses of equal grade.

At the close of Sophomore year, each student elects one of these courses, and during every term of his Junior and Senior years is required to pursue *three* studies, of which *two* at least must be from his elected course.

SPECIAL STUDENTS.—Any person complying with the terms of admission given below (*those in reference to Latin excepted*), is allowed to select from the general course such studies as he may prefer, *under the direction of the Faculty*; or to follow a prescribed course preparatory for admission to the Normal Department.

All special students recite in the Academical classes, and sustain, in all respects, the same relations as other students to the University.

RESIDENT GRADUATES.—Graduates of this, or other institutions, desirous of prosecuting studies not included in their undergraduate course, may, on consultation with the President, become connected with the University for that purpose, and avail themselves of such facilities as the several chairs of instruction afford.

TERMS OF ADMISSION.

APPLICANTS for admission to the Sub-Freshman class must be at least fourteen years of age, and proportionally older, if desirous of entering a higher class.

They must present testimonials of good moral character, and if coming from other institutions, must be furnished with certificates of dismissal in good standing.

REGULAR EXAMINATIONS of candidates are held in UNIVERSITY HALL, on Monday and Tuesday of Commencement Week, and on the Tuesday and Wednesday next preceding the opening of the Fall Term, in September, at eight o'clock A. M., and include the following studies :—

English Grammar ;
 Geography ;
 History of the United States ;
 Arithmetic ;
 Algebra, to Quadratics ;
 Latin Grammar and Reader ;
 Cæsar's Commentaries—one book.

N. B.—Failure to pass the examination in Latin does not necessarily exclude an applicant from the privileges of this Department, but facilities for making up the deficiency are provided *in the University*.

Candidates for admission to an advanced standing *are examined in the preparatory studies* above named, *and in those gone over by the class which they may desire to enter.*

COURSE OF STUDY.

SUB-FRESHMAN CLASS.

FALL TERM.

MATHEMATICS.—Algebra—*Robinson's University*.

PHYSICAL SCIENCE.—Elements of Physics. Experimental demonstrations of facts and laws, according to *Hinrichs' Elements of Physical Science*.

LATIN.—Cicero—(Select Orations;) *Harkness*. Grammar, and Prose Composition.

GERMAN.—Elementary Grammar.

ENGLISH.—Analysis and Composition.

WINTER TERM.

MATHEMATICS.—Algebra—Continued.

PHYSICAL SCIENCE.—Elements of Chemistry. Experimental demonstrations as last term.

LATIN.—Virgil.—*Chase and Stuart*. Prose Composition—continued.

GERMAN.—Whitney's Reader, with Grammar.

ENGLISH.—Analysis and Composition.

SPRING TERM.

MATHEMATICS.—Algebra and Geometry (Books I. and II.)—*Robinson's University*.

PHYSICAL SCIENCE.—Elements of Cosmical Physics. Observations of the principal phenomena of Cosmical Physics, according to *Hinrich's Elements of Physical Science*.

LATIN.—Virgil. Prose Composition.

GERMAN.—Whitney's Reader, with Grammar.

ENGLISH.—Analysis and Composition.

FRESHMAN CLASS.

FALL TERM.

MATHEMATICS.—Geometry (Books III, VI.)—*Robinson's University*.

PHYSICAL SCIENCE.—Principles of Physics, with experimental demonstration.

LATIN.—Cicero.—(De Senectute and Amicitia.) Prose Composition completed.

GERMAN } —Narrative Prose.

OR

GREEK. } —Harkness' First Greek Book, and Crosby's Grammar.

ENGLISH.—Exercises in Composition.

WINTER TERM.

MATHEMATICS.—Geometry and Plane Trigonometry.—*Robinson*.

PHYSICAL SCIENCE.—Principles of Chemistry, with experimental demonstrations.

LATIN.—Livy.

GERMAN } —Historical Prose.

OR

GREEK. } First Greek Book. Xenophon's Anabasis.

ENGLISH.—Exercises in Composition.

SPRING TERM.

MATHEMATICS.—Surveying and Leveling.—*Gillespie*.

PHYSICAL SCIENCE.—Principles of Cosmical Physics, with observations.

LATIN.—Horace. (Odes and Epistles.)

GERMAN } —Classical Drama. (Schiller's Tell.)

OR

GREEK. } Anabasis. The outlines of Grecian History.

ENGLISH.—Exercises in Composition.

SOPHOMORE CLASS.

FALL TERM.

MATHEMATICS.—Spherical Trigonometry and Theory of Equations.—*Robinson*.

NATURAL SCIENCE.—Physiology.—*Huxley*.

LATIN.—Horace. (Odes and Ars Poetica.)

GERMAN } —Classical Drama. (Schiller's Mary Stuart.)

OR

GREEK. } —Anabasis.

ENGLISH.—Preparation of Themes and Elocution.

WINTER TERM.

MATHEMATICS.—Analytical Geometry, Chapter I, Secs. 1 and 2.—*Ray*.

ASTRONOMY.—Descriptive Astronomy.

LATIN.—Tacitus. (Germania and Agricola.) Bojesen's Manual of Roman Antiquities.

GERMAN } —Thirty Year's War.—*Schiller*.

OR

GREEK. } —Xenophon. (Memorabilia.)

English.—Preparation of Themes and Elocution.

SPRING TERM.

MATHEMATICS.—Analytical Geometry (to part II).—*Ray*.

NATURAL SCIENCE.—Botany.—*Gray*.

LATIN.—Cicero. (Tusculan Disputations.)

GERMAN } —Classical Drama.

OR

GREEK. } —Schiller's Wallenstein. (Memorabilia.)

ENGLISH.—Preparation of Themes and Elocution.

Candidates for the degree of B. Ph. may substitute the French of the Junior Class for the Latin of the Sophomore year.

JUNIOR CLASS.

FALL TERM.

Literary.

LATIN.—Quintillian. (Institutes.)

GREEK.—Homer's Iliad.

FRENCH.—Otto's Grammar.

GERMAN.—History of Literature.
(*Lectures.*)

RHETORIC.—Rhetoric.

HISTORY.—Ancient.

ENGLISH.—Early English Literature.

March's Anglo Saxon Grammar.

Scientific.

MATHEMATICS.—Analytical Geometry
Part II. Descriptive Geometry.

NATURAL SCIENCE.—Zoology.—*Tenney*.

PHYSICAL SCIENCE.—Descriptive Mineralogy. Agric. Chem., I. Qualitative Analysis, I.

WINTER TERM.

Literary.

LATIN.—Quintilian.

GREEK.—Æschines De Corona.

Scientific.

MATHEMATICS.—Differential Calculus.—
Shades, Shadows, and Perspective.

FRENCH.—Knapp's Reader.

GERMAN.—History of Literature. *Lectures* (in German.)

LOGIC.—McCosh.

HISTORY.—Mediæval.

ENGLISH.—Milton.

NATURAL SCIENCE.—Comparative Anatomy, and Physiology.

PHYSICAL SCIENCE.—Physical Mineralogy. Agric. Chemistry, II. Qualitative Analysis, II.

SPRING TERM.

Literary.

LATIN.—Plautus. (Captivi.)

GREEK.—Demosthenes De Corona.

FRENCH.—Knapp's Readers.

GERMAN.—Goethe's Egmont.

HISTORY.—Modern. Science of Government. Evidences of Christianity.

ENGLISH.—Bacon. (History of Language.)

Scientific.

MATHEMATICS.—Integral Calculus.

DRAWING.—Isometrical and Mechanical.

PHYSICAL SCIENCE.—Molecular Science.

Agricultural Chemistry, III. Qualitative Analysis, III.

SENIOR CLASS.

FALL TERM.

Literary.

LATIN.—Juvenal. Latin Composition throughout the year.

GREEK.—Plato. (Gorgias.)

FRENCH.—Classical Comedy.—*Moliere*.

GERMAN.—Lectures on Recent Literature.

PHILOSOPHY.—Mental.

ENGLISH.—Shakespeare.

ITALIAN.—Grammar and Reader. Lectures on Comparative Philology.

Scientific.

MATHEMATICS.—Analytical Mechanics.

ENGINEERING.—Hencks' Field-Book, and Topographical Surveying.

ASTRONOMY.—Celestial Mechanics.

PHYSICAL SCIENCE.—Quantitative Analysis, I. Higher Physics, I.

WINTER TERM.

Literary.

LATIN.—Lucretius.

GREEK.—Æschylus. (Prometheus.)

FRENCH.—Historical Prose.

GERMAN.—Lectures on Recent Literature.

ITALIAN.—Divina Comedia.—*Dante*.

PHILOSOPHY.—Mental.

English Literature.—*Spencer*.

Scientific.

ASTRONOMY.—Planetary.

NATURAL SCIENCE.—Geology.—*Dana*.

ENGINEERING.—Strength of Materials, and Construction of Bridges and Arches.

PHYSICAL SCIENCE.—Quantitative Analysis, II. Higher Physics, II.

SPRING TERM.

*Literary.**Scientific.*

LATIN.—Cicero pro Cluentio.

ASTRONOMY.—Stellar.

GREEK.—Sophocles (Electra), or Modern Greek.

ENGINEERING.—Designs and Drawings of Structures.

FRENCH.—Classical Drama.—*Racine*.

NATURAL SCIENCE.—Special Geology and Palæontology.

GERMAN.—Lectures on Recent Literature.

PHYSICAL SCIENCE.—Quantitative Analysis, III. Higher Physics, III.

ITALIAN.—Divina Comedia.—*Dante*.

PHILOSOPHY.—Moral.

SOCIAL SCIENCE.—Political Economy.

ENGLISH.—Chaucer.

ANCIENT AND MODERN LANGUAGES.

The rooms of the instructors in Ancient and Modern Languages are supplied with means of illustration, such as maps, charts, stereoscopic views, drawings, etc., and the library is specially rich in texts, the latest works on Comparative Philology, and the best books of reference.

MATHEMATICS AND ASTRONOMY,

The Department of Mathematics and Astronomy is provided with,—1st. A choice collection of the best English and American treatises on the higher branches of pure and applied mathematics. 2d. A complete set of engineers' and surveyors' instruments. 3d. A very fine prismatic sextant, and an equatorial telescope.

THE CABINET, AND MEANS OF ILLUSTRATION IN NATURAL SCIENCE.

The Geological Department of the Cabinet is especially valuable as regards our own State, from the fact that all the collections of the State Geological Survey were, by law, given to the University. From time to time collections are being added from equivalent strata elsewhere, as well as from formations that are not represented in Iowa.

In the Zoological department, also, the principal aim has been to prepare material for instruction, rather than for exhibition. Accordingly, much attention has been given to the preparation of alcoholic and dry specimens, and to dissections for illustration before the classes. The Cabinet already contains many mounted specimens of our indigenous mammals, birds, reptiles, fishes, insects, crustaceans, shells, etc., besides which the valuable private cabinet of the professor is kept at the University for use.

The collections of our native plants in the herbarium are important, and steadily increasing.

Two good microscopes are kept for frequent use in all the classes. The supply of charts, diagrams, models, stereoscopic views, etc., is unusually complete for illustration in Geology, Zoology, Botany, and Physiology.

THE LABORATORY

The Laboratory of Physical Science is open to students every school day, from 8 till 11 A. M., and from 1 till 5 P. M., in fall and winter, or from 2 till 6 P. M. in summer.

The Laboratory occupies the entire first story of the north building, and covers an area of 3,500 square feet. The rooms are provided with cases, containing extensive collections of chemicals, crystals, minerals, rocks, and a cabinet of physical and chemical apparatus. Tables are provided with fixtures and apparatus for the student's work. The special Laboratory Library embraces many of the best works and periodicals on the different branches of physical science.

The following Laboratory courses are in operation :

A. GENERAL COURSES.—Two years. Demonstrations of elements and principles, as mentioned in plan of study (p. 28.)

The demonstrations are not merely qualitative, but usually, also quantitative. All quantitative determinations have to be reduced by the student, either by calculation or by construction. For specimens of such demonstrations, we refer to the School Laboratory of Physical Science (noticed on p. 38).

B. ELECTIVE COURSES.—To gain admission into these more special courses the student must have completed the above courses of the Sub-Freshman and Freshman years.

I. *Qualitative Chemical Analysis*.—Each of the following courses is equivalent to one term's study, but students may select partial courses. The Laboratory expenses vary from \$5 to \$10 per term.

- a. Simple Compounds and Special Tests.
- b. Complex Compounds.
- c. Determinative Mineralogy.
- d. Qualitative Examination of Waters, Rocks, Ashes, etc.
- e. Chemical and microscopic examinations of commercial articles (food, etc.)
- f. Pure Toxicology.

II. *Quantitative Chemical Analysis*.—The student must have completed the courses a and b of qualitative analysis, in order to be admitted to any of the following courses. Each of these full courses is equivalent to one year's study; partial courses may be taken at the option of the student. Laboratory expenses, from \$15 to \$25 per term:—

- a. Technical Analysis.—*Bolley*.
- b. Volumetric Analysis.—*Mohr*.
- c. Gravimetric Analysis.—*Fresenius*.
- d. Assaying.—*Kerl* and *Plattner*.

III. *Mineralogy, Crystallography, and Molecular Science.*—One year. *Hinrichs' Principles of Pure Crystallography, etc.*

IV. *Higher Experimental Physics.*—One year.

EXAMINATIONS.

There is a public examination,—both written and oral—at the close of each term, the result of which will decide the rank of every student in this department.

A record is kept of the attainments of every student, and information concerning the same will be communicated to the parent or guardian, when rendered necessary by irregularity of attendance or a low grade of scholarship.

DEGREES.

The degree of BACHELOR OF ARTS will be conferred on every student who completes the Literary course; that of BACHELOR OF PHILOSOPHY on every one completing the Scientific course.

The degree of Master of Arts is conferred in course, upon every graduate in Arts or Philosophy of three years standing, who, in the interval, shall have sustained a good moral character, and pursued professional or other studies, and who shall *make application* for it, personally or by letter.

It is also conferred on every graduate in Arts or Philosophy in this, or any other institution in good standing, *on the completion of one year's additional study in the University, under the direction of the Faculty.*

Every one receiving the Master's degree will be subject to a charge of five dollars for the diploma.

EXPENSES.

A fee of five dollars per term, for incidental expenses. Board in families, including washing, fuel, and lights, from three to five dollars per week. Board in clubs, from two to three dollars. Room rent, two dollars per month and upward, for unfurnished rooms. The opportunities for self-boarding at low rates, are excellent.

N. B. An exemption from the payment of the incidental fee is granted, as follows:

I. To all Iowa soldiers, now citizens of the State, who served three years in the Union army, or have been honorably discharged on account of wounds, or other disability incurred in the service of the United States.

II. To all orphans of Iowa soldiers.

III. To two students from each county, who bring recommendations from the County Auditor, County Superintendent, and the clerk of the District Court.

PUBLIC WORSHIP.

A morning service, not exceeding fifteen minutes, is held on every recitation day, in the University chapel, which all the students are required to attend. They are also expected to be present on the Sabbath, at one service at least, and at such places as their parents or guardians may designate, or as the students themselves may prefer.

PUBLICATIONS.

The University Reporter—Is a sixteen page monthly paper, conducted by the students, aided by contributions from the Faculty and former graduates.

Terms: One dollar per year, in advance. Address, University Reporter, Box 279, Iowa City.

The School Laboratory of Physical Science.—Edited by Prof. Hinrichs. Published quarterly, at \$1 per annum.

THE LITERARY SOCIETIES,

Connected with the University, are the Erodelphian and Hesperian, composed of ladies; the Zetagathean and Irving Institute, formed of gentlemen; and the Bryant Literary Club.

IOWA CITY ACADEMY.

Under the management of Mr. Wm. McClain, is earnestly recommended as affording admirable facilities for preparation to enter the University.

GOVERNMENT.

The students are expected to comply with the requirements of morality, propriety, and courtesy during the entire period of their connection with the University.

The reputation of the University depending largely on the conduct of its members, this rule admits of no exceptions, even in vacations and on holidays, being obligatory on every student, irrespective of time, place, and circumstance. To secure its observance, the officers of the University rely chiefly on the self-respect and honor of the students, but are always ready to treat with wholesome sternness and severity all who prove themselves greatly deficient in these sentiments. When personal admonition, followed with letters home, or temporary suspension, fails to affect the reformation of delinquents, the last resort will be their expulsion from the institution.

Such has been the government of the University from its beginning, with the happiest results; for, under it, the good order, diligence, and scholarship of the students have been such as to prove its excellence, while the necessity of severe discipline has been of very rare occurrence.

NORMAL DEPARTMENT.

TERMS OF ADMISSION.

1. Application must be made at or near the opening of the Fall term, in September.

2. Every applicant must present satisfactory testimonials of good moral character, and subscribe to the following declaration :—

We, the undersigned, hereby declare our intention to engage in the business of teaching in the schools of Iowa, and that our object in resorting to the Normal Department of the State University is to prepare ourselves for the discharge of this important service.

3. He must also pass an examination in the following studies: University Algebra, Geometry, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Mediæval and Modern History, Analysis of the English Language, Penmanship, Book-Keeping, Vocal Music, and Linear Drawing; and is earnestly advised to qualify himself for an examination in Latin and German.

COURSE OF INSTRUCTION.

Occupying One Academic Year.

FALL TERM.

Mental Science.
Methods in Teaching.
School Economy.
Rhetoric.

WINTER TERM.

Mental Science.
Methods in Teaching.
Logic.
Science of Government.

SPRING TERM.

Moral Science.
Methods in Teaching.
Grading and Classification of Schools.
School Laws.

There is a course of Professional reading, and of Rhetorical exercises, extending through the year.

Lectures, at stated times, are delivered on various subjects related to School Management, and the Duties and Responsibilities of Principals and Superintendents of Schools.

DEGREE.

Students completing the above course of study and training receive a "State Certificate," and the degree of Bachelor of Didactics.

During the year, the branches of study taught in the public schools are reviewed.

(1.) That the students may obtain a more thorough knowledge of those branches.

(2.) To afford the students opportunity for teaching in the presence, and subject to the criticisms of an experienced teacher.

These branches are divided and graded into steps adapted to every degree of development of children, and students are taught to present each subject to their pupils so as to lead them, consecutively, from the particular to the general—from the concrete to the abstract—from the simple to the complex.

The Normal Library and Reading Room is supplied with standard educational works, reports of city and State superintendents, educational journals, sets of school books, apparatus for primary grammar and high schools, and the students are required to spend a portion of each week in their examinations.

The members of this department share all the advantages of the Literary Societies, the University Library, Cabinet, Apparatus, Laboratory, and Scientific and Philosophic Lectures that are enjoyed by students in the Academical Department.

LAW DEPARTMENT.

Hon. W. G. Hammond, Resident Professor of Law, devotes his whole time to instruction in this Department.

Professors Cole and Miller are present in the University four months in the year for the same purpose.

COURSE OF STUDY.

The course of study is so arranged as to be completed within a single year, beginning in September, and ending at the University Commencement, the last of June. It is divided into three terms, corresponding with those of the other departments of the University. The course is intended to embrace all branches of a complete legal education, so far as practicable within the time allotted, and to prepare students for the bar of any State in the Union, special attention, however, being given to the subjects most likely to be useful in Western practice.

The following schedule presents the course pursued during the University year 1870-71 :

FALL TERM.—Course of introductory Lectures on the Study of Law.—HAMMOND AND WRIGHT.

General Introduction to Municipal Law. *Walker's American Law* and *Kent's Commentaries*. (Three weeks.)—HAMMOND, WRIGHT, COLE.

Real Property Law. Lectures with references to *Kent*, *Blackstone*, *Williams on Real Property*, *Washburn on Real Property*. (Four weeks.)—HAMMOND.

Common Law Pleading. *Stephen on Pleading*. (Two weeks.)—WRIGHT.

Evidence. *Greenleaf on Evidence*, Vol. 1. (Two weeks.)—COLE.

Law of Torts. Lectures with references to *Hillard on Torts*, and special treatises. (Two weeks.)—HAMMOND.

Examination on studies of term, two days.

WINTER TERM.

Code Practice and Pleading. *Revision of 1860*. (Two weeks and a half.)—WRIGHT.

Criminal Law. *Blackstone*, Book IV., and *Bishop on Criminal Law*, Vol. I (Two weeks.)—WRIGHT.

Law of Contracts. *Smith on Contracts*. *Parsons on Contracts*. (Two weeks.)—COLE.

Notes and Bills. *Parsons on Notes and Bills*. *Byles on Bills*. (Two Weeks.)—COLE.

Bailments. Lectures. *Story on Bailments*. *Engell on Carriers*. (Two weeks)—HAMMOND.

Law of Corporations. Lectures. *Angell and Ames on Corporations*. (One week.)—WRIGHT.

Examination on studies of term, two days.

SPRING TERM.

Equity and Equitable Interests. Lectures. *Story's Equity Jurisprudence*. *Adams on Equity*. *Willard on Equity*. (Four weeks and a half.)—HAMMOND.

Law of the Domestic Relations. Lectures. *Schouler on Domestic Relations*. (One week.)—COLE.

Constitutional Law. Lectures. *Story on the Constitution*. *Cooley on Constitutional Limitations*. (One week.)—HAMMOND.

Review of entire course. *Blackstone's Commentaries*. Four weeks and a half.—HAMMOND.

Examinations on studies of term, *two days*. Examination of graduating Class, for degrees of LL. B., *two days*.

During the *entire year*, Moot Courts every Monday afternoon. Course of Public Lectures, by gentlemen of the bar, on Wednesday afternoons. Synopses of reading by the class, on Friday afternoons. A course of lectures on the *Civil Law*, and *its Utility in American Practice*, and one on the *History of English Law*, will be delivered by Chancellor Hammond, during the year. Meetings of the Wright Society every Friday evening.

A permanently organized society, for mutual improvement in debate, called the "Wright Society," conducted entirely by the students, is connected with the department, and has been for some years in successful operation.

ADMISSION.

No preliminary examination is required for admission, and students may enter at any time during the year; but as the order of studies is so arranged as to form a progressive and systematic course, they are advised, whenever convenient, to commence with the year, or at least, with the beginning of a term.

Attention is called to the fact that the rules of the department make no provision for admission *to advanced standing*. Those who enter after the beginning of the year will go on with the class from the point already reached in the course of study; but, if candidates for graduation, will be required to attend for *three full terms* before being admitted to the examination for a degree.

LIBRARY AND TEXT-BOOKS.

The library of the department contains about two thousand volumes of treatises and reports, selected within three years past, for the use of the school. All new treatises of value to the student are added to it as fast as they appear, and the collection of reports will be enlarged as rapidly as the funds granted for that purpose by the Regents will admit. It already includes the reports of nearly all the Northern States, with a large collection of English and Federal reports. The library is open every day in the term, from 8 A. M. to 5 P. M., and students of the department have free access to it for purposes of study and reference. Especial attention is directed by the instructors to familiarizing the class with the contents of the library, and teaching them to look up authorities, make up briefs,—in short, training them to find for themselves the law upon any subject desired. No volume can be taken out of the library, except for use at recitation or moot-court, in the lecture-room adjoining.

Until this year, students have been required to provide themselves with all the text-books used in the recitations. It is still recommended that those who conveniently can, should do so, the works employed being all of standard value to the practicing lawyer; arrangements are made by which students of the department can purchase them at a very considerable discount from the ordinary price. All the books used in the recitations may thus be purchased for a sum varying from fifty to sixty dollars, according to the editions used; or second-hand ones may usually be obtained for something less than the former sum. The number and cost of works of reference, parallel reading, etc., will depend entirely on the taste and means of each student. It is possible to dispense with them entirely, and rely on the use of the very large collection furnished in the department library.

To accommodate those who cannot afford to purchase books the University furnishes copies of all the text-books from which recitations are required during the course, to be rented to students applying for them at a charge of ten dollars for the year. Application for them should be made at the beginning of the year, as only a limited number of students can be thus supplied.

EXAMINATIONS.

At the close of every term a written examination will be held upon all the studies of the term, usually occupying two days, and conducted by the Faculty of the department. The examination papers will be passed on by the Faculty, and then filed for the inspection of the Committee on Graduations.

The examination for a degree will be oral, and conducted by a committee of lawyers, appointed jointly by the authority of the University and the Supreme Court of Iowa. It will be held during the week before the annual Commencement, and also at the close of each term, when there are candidates who have completed the required course. It will cover all the studies of the course; and in addition to the oral examination, the Committee will take into consideration the examination papers above referred to, and the record of each student's attendance and application during the course.

GRADUATION.

Candidates for graduation must have been members of the department for three terms, constituting the entire course, except in the following cases: Gentlemen who have already practiced law for a year or more, under license from a court of general jurisdiction in any of the United States, may become candidates for graduation after an attendance of two terms only. Attendance in any other Law School having authority to confer the degree of Bachelor of Laws, will be reckoned as equivalent to a like period in this department, to the extent of one-half the entire prescribed course, but not more.

Students fulfilling these conditions, and passing satisfactorily the examinations described above, may graduate at the close of any term. They will receive the degree of Bachelor of Laws, and will also be admitted to the bar of the Supreme Court of Iowa, admitting them to practice in all the courts of the State.

Those who graduate at the close of the spring term will receive their diplomas, and take the oath as Attorneys and Counsellors of the Supreme Court, at the public exercises of Commencement.

EXPENSES.

The tuition fees are twenty dollars per term, payable at the opening of each term, or fifty dollars for the entire course, if paid in advance. Students who have paid for the entire course, and do not find it convenient to complete the same at once, may leave the University and return the next year, or at any future time, for the remainder of their course, without additional charge.

As the Law Department receives no share of the General Fund of the University, county appointments are not available for tuition fees in this department, or any part thereof.

The tuition fee covers the entire expense of the course, so far as the institution is concerned, except the charge made for the use of text-books, as explained above. No fee is charged in this department for matriculation, graduation, or incidental expenses.

Two or three members of each class can obtain a reduction of half their tuition by acting as Librarian in the Law Library. The appointment of Librarian will be made at the commencement of the school year, and at other times when a vacancy occurs. Applications for the appointment by students who are not already members of the class, should, in all cases, be made in person, and not by letter.

Board and other expenses of living are of course the same for students of this department as for others.

MEDICAL DEPARTMENT.

The system of Instruction is a most thorough combination of didactic, clinical and practical teaching.

The experience of those who have attended lectures in large hospitals, shows that a superficial knowledge of disease is liable to be conveyed to the student where so many cases are seen without the opportunity for thoroughly studying them. The aim of the faculty is to combine clinical and didactic teaching, so that due attention may be given to each.

The thorough study of practical anatomy will be required of every graduate. Our facilities for obtaining material have been perfected, so that an abundant supply will always be provided. The Lecturer and Demonstrator of anatomy will ever be ready to aid the student in his demonstrations and anatomical studies. The anatomical museum is open to students for study and research at all hours, when lectures are not in progress.

The Chemical Laboratory is open seven hours daily, for the study of practical chemistry. Courses in Chemical Analysis, Urine Analysis, and Pure Toxicology have been specially arranged for medical students.

FEES.

Lecture fees for the entire course.....	\$20 00
Matriculation ticket.....	5 00
Anatomical ticket.....	5 00
Graduation fee....	25 00
Hospital ticket.....	<i>Gratis.</i>

One of the special advantages to students attending the Medical Department of the University is, that they are permitted to avail themselves of the teachings of the other department without additional expense.

Private lectures on special subjects will be given during the course.

Graduates of other accredited Colleges will be admitted to the lectures and clinics by taking out the matriculation ticket. All fees must be promptly paid

at the beginning of the session. The matriculation ticket must be obtained before any of the Professors' tickets can be issued. All of the tickets can be secured of the Treasurer of the University. All students must be in possession of the required tickets within two weeks after the session commences. Students who have attended two full courses in some other duly recognized College, but who have, for satisfactory reasons, failed to graduate, will be admitted to all the privileges of the department upon the payment of \$10, which amount will not include matriculation, nor anatomical tickets.

Good board can be obtained at from \$2 50 to \$4 per week. By associating in clubs, students may supply themselves with good accommodations at a material reduction from the customary prices.

REQUIREMENTS FOR GRADUATION.

The candidate must be twenty-one years of age, and of unexceptionable moral character, and must have been engaged in the study of medicine for three years, including attendance upon two courses of lectures, the last of which must have been in the Medical Department of the Iowa State University. No student will be permitted to graduate who has not pursued the study of Practical Anatomy for at least one course. Each candidate for graduation must undergo a satisfactory examination in all of the branches taught in the department, and present an acceptable thesis, which must be in his own handwriting, and on a subject connected with some branch of medicine. The candidate must notify the Dean, in writing, during the first week in February, of his or her intention to become an applicant for graduation, and at the same time present the thesis and graduating fee. In case of a failure to graduate, the fee and thesis will both be returned.

The *ad eundem* degree in this department may be conferred under the following circumstances: The candidate must be in possession of an accredited diploma, and must present letters from two respectable physicians, as to moral character and professional standing. An attendance upon lectures from time to time, is expected during the session, and a satisfactory examination must be passed on all the subjects taught in the department. From those who receive the *ad eundem* degree, the matriculation fee, and a fee of \$25 will be required.

This exhibition of the courses of instruction and study in the different departments, and of the entire economy of the University, shows a rapidity of growth and an extent of facilities for general and professional education, which justify no little complacency on the part of all friends of the institution, and strong confidence also that continued success will second all future endeavors to advance its interests, if wisely directed and prosecuted with an unfaltering purpose.

In addition to this general remark, it is well to notice some of the particular features which distinguish our Academical Department from the common American College:

1. The time occupied in the entire course, which is one year more than is required by the ordinary college curriculum. This results from the necessity of the case. The boys and girls have only very poor advantages in the public

schools of the State for pursuing the studies preparatory for the Freshman year. They come to us earnestly desiring to enter the University. It would be in the last degree unwise to refuse them admission. The time has not come for that, and will not have come until the standard of instruction in the primary and high schools shall have been raised far above its present grade. The only remedy for the evil is to supply *in the University* the facilities which they cannot enjoy at home. Unless we would largely diminish our numbers and deplete our classes we must furnish in our own recitation-rooms the preparatory instruction which ought to be provided in every large town, or, certainly, in every county of the State. The Sub-Freshman year is therefore, at present, a necessity from which there is no escape, that would not involve serious detriment to the important educational interests for the sake of which the University exists. So soon as the Academical course can be limited to *four* years without manifestly greater loss than gain, it should be promptly done.

2. *The Elective Courses of the Junior and Senior years.*—This arrangement has been made in the belief that the students, having pursued the studies and passed the examinations of the previous three years, ought to have attained sufficient maturity of thought and character to decide for himself, (within certain limits,) what branches of knowledge have the strongest claim on his attention for the remaining two years. In making his decision he is left wholly to his own judgment or inclination, except as he may seek counsel from those in whose wisdom he confides.

3. *Special Students.*—Great numbers of young men and young women in our State, who have a genuine thirst for knowledge, are too old or too poor to spend five long years in obtaining an education. Or perhaps their plans for life are such as in their view, do not demand a preparation so costly in respect of either time or money.

To meet the wants or the wishes of these classes of applicants for admission to our Academical Department, they are allowed to enter the University, on the same conditions as those which are prescribed for the regular students, and to pursue whatever studies they may prefer; *provided*, they are so proficient in knowledge and discipline, as to warrant success.

This is considered a very important feature of our system, for by means of it many students are every year encouraged, and permitted to avail themselves for a longer or shorter time, of the advantages afforded in the University, who would otherwise be deprived of them.

SECTION VI.

PAPERS ON ACADEMICAL EDUCATION AND OTHER UNIVERSITY MATTERS.

I bespeak for these papers your most thoughtful consideration, and that of every member of the General Assembly. In preparing them the writers, at my suggestion, have used the largest liberty, and given a free expression of their sentiments on education in general, on their respective departments of University labor, and in regard to the urgent need of money in order to secure to their work the highest efficiency and value.

These sentiments ought to exert a weighty influence on all who have the welfare of the University at heart, because they are the careful utterances of men whom the legal guardians of the institution, of their free and deliberate choice, have placed and retained in their several chairs, as men of acknowledged ability and learning, who also may reasonably be regarded as possessing that sound judgment on educational affairs which is the almost necessary result of large experience and success in the noble calling to which they have devoted their lives.

The communication of Prof. Fellows presents a problem which will require very serious attention at your next meeting. For it involves the relations of the Normal Department to the University, to the establishment of normal schools in other parts of the State, and to the most vital interests of our common school system. Whether this department shall be continued or abandoned, and if continued, in what form it shall be sustained, are questions on the settlement of which the most successful working of that system may be found largely to depend. Should it be deemed expedient to adopt the views of

Prof. Fellows, and a plan be matured by which the members of the Senior Class in our Academical Department could pursue, at their option, some of the higher branches of normal study, the University might be able to send forth from year to year a supply of teachers possessed of rare qualifications for the government and instruction of our High Schools and Academies, already one of the most pressing educational wants of the people, and certain to become more and more pressing in proportion as the population, intelligence, and wealth of the State increases.

I respectfully recommend that this subject be referred, at your expected meeting in Des Moines, to a special committee, with instructions to report to the Board at its meeting in June, 1872.

MATHEMATICS.

BY PROF. N. R. LEONARD.

Rev. Geo. Thacher, President Iowa State University :

DEAR SIR:—I herewith submit at your request a few brief observations concerning the department placed under my care. In these I have confined my attention to a few of the general and special advantages of mathematical study, and to a statement of the principles upon which that part of our academic course is arranged.

In preparing a course of study for the youth of our State, it is certainly very desirable that the claims of each particular branch of science, language, or literature should be carefully canvassed before assigning that branch to a place in our curriculum.

The necessity of such care is increasing from year to year with the large development that is being made in almost every line of human thought and investigation.

It is now an impossibility for a student, in the brief years of his college career, to acquire even a superficial acquaintance with the entire circle of those studies which, not more than a generation ago, were comfortably compassed in a four-years' course. It is then necessary that a *selection* should be made of those branches which will

give the best culture for the great mass of our young people. In making this selection two questions should be asked in reference to every study that may seem to have a claim to a place.

First : What is its *cultivating power*?—its educational influence?

Second: What is the practical value of the facts acquired through that study, to the subsequent life and occupations of the student?

The first of these, if considered alone, would lead to the selection of such studies, and such only, as would in the given time develop the greatest mental activity, and give to that activity the best possible direction. Such education would be called *general*.

The second, if considered alone, would lead to the rejection of every study which has not for its object, either direct or proximate, the acquisition of such knowledge as will be available in the pursuits of the citizen. The culture resulting from such a course may be called *special*.

In this latter view, the mind of the pupil is to be regarded as a storehouse, magazine, or arsenal, in which it is the purpose of the educator to store the veritable implements of future warfare, together with the knowledge how to use them.

In the former view, the student is to be regarded as an incipient citizen without reference to his future avocation, and his college training is, as it were, *gymnastic*, for the purpose of insuring to him a sound mental constitution, or well developed mental muscle and power of endurance, but without aiming (except indirectly) to instruct in the particular modes in which he will afterwards find it expedient to employ his faculties.

Either of these views taken alone would prove an unsafe guide in making the proposed selection of the branches of study to be pursued. It is certainly clear that, if possible, some harmonious mean should be sought which would give the necessary intellectual training, and at the same time, as far as practicable, secure the *special* preparation requisite for the various pursuits in which the great majority of our youth will afterwards engage. Such a mean, as we shall hereafter show, has been sought, in arranging the mathematical course pursued at the University.

The value of a limited amount of mathematical study as a means of intellectual culture stands unchallenged. We must accept as of

undoubted authority on this point the concurrent testimony of the chief educators of our own and of preceding generations. The important place assigned to it in every college and university significantly indicates, either its value in this respect, or its necessity as a preparation for other studies which promote such culture. For ourselves we are content to rest its claims as an instrument of general culture upon two considerations.

The first is: that it necessitates a continuous concentration of the attention of the student, and therefore its influence is thrown toward the formation of a *habit* of close and sustained application of the mind to whatever is brought before it.

The importance of such a habit, and the great difficulty experienced in forming it, are only too well known to every teacher and scholar of even moderate attainments.

The influence of study of geometry is particularly favorable to the development of a habit of *continued* attention, since with nothing before him but his diagram, the student can only proceed to unfold the different points of his demonstration by holding in mind the connection between each premise and its conclusion, and the harmony of these various conclusions, which necessitates the truth of his theorem. If one step is omitted, all is lost, and he must begin again. If all the links in his demonstration have been well considered and joined together save one, that one will by its absence or want of connection render the whole chain useless.

The study of algebra and analytics generally while inferior to geometry for the purpose of securing *continuous* application is yet quite equal to it in regard to the intensity and concentration of effort which it demands. The second claim that this branch of study has to a place in a system of liberal education rests upon the fact, scarcely separable from those above adduced, that it leads to a more careful comparison between assumed premises and the conclusions based upon them, and thus guards against mistakes in reasoning, and aids in the detection of the fallacies and sophisms which form the most dangerous weapons of those who would propagate error.

It is not claimed that the habits formed by mathematical study are specially valuable in fitting a person for selecting out of probable truths those premises upon which he may most securely

construct his argument, but only that when the premises are once chosen it will lead him to reason correctly. For illustration:

The knowledge possessed by a pilot, while it may be all that is necessary to guide a vessel over the ocean from port to port, is yet not of the kind which would tell him whether the deck upon which he stands is or is not seaworthy.

The result of experience has so far proved the value of the discipline of mathematics that it is not an infrequent remark that when a student has once acquired such habits of application as will make him successful in his mathematical studies he is able to succeed in any other useful department to which he may give his attention.

When we come to consider the practical bearing of a course of study upon the various occupations of the citizen, or rather the connection of the knowledge thus acquired with the business of life—it is beyond dispute that mathematics—pure and applied—stands in the front rank. While this is true *universally*, it is more emphatically true in this country, and most of all in the west. The life of our citizens is to be largely devoted to the solution of material problems.

Our system of public works is doubtless still in its infancy, and destined to be indefinitely enlarged. Our railroads, lands, bridges, and tunnels, upon which, and through which the commerce of the future is to be borne are just beginning to spring into existence. The immense deposits of coal and mineral which now lie concealed beneath our soil or locked in the embrace of our mountain ranges are to be sought out and opened up for use. The solution of every one of these problems requires a more or less profound knowledge of mathematics, and altogether they are calling for an army of engineers and architects. It is certainly the part of wisdom to furnish such facilities for the training of these, that whatever structures they may rear shall be of such proportions, and of such materials as shall withstand to the last possible limit the strain which time or pressure may bring to bear upon them.

In pursuance of the views above set forth, the mathematical Course of the University has been arranged in two sections. The first embraces such a proportion, and such a selection of mathematics as is believed to be necessary for the purpose of *general* culture, and is made obligatory upon all students who would compete for any academic degree.

The studies in this section extend over three years, and are not materially different from the required mathematics of the average of our best American colleges, except that a greater prominence than usual is given to geometrical drawing.

The second section, succeeding the first in the order of time, embrace the mathematics necessary for entering the practice of the different branches of engineering.

The studies of this section are optional. Those who seek a literary or general culture may omit these. But on the other hand those who would follow the profession of engineering are afforded an opportunity of acquainting themselves with those mathematical laws and processes which are the only safe reliance in the prosecution of their chosen avocation. The greatest need of the department at the present is:

1. A collection of models illustrating the different styles of structures, as of bridges, arches, &c.
2. Of a full collection of the various instruments used by engineers so that the pupils may be made practically acquainted with their constructions, adjustments, and use.
3. A set of drawings of some of the most important public works, exhibiting the manner of their structure, their strong and their weak points, and showing how the latter are guarded.
4. A set of models for the study of the higher mathematics.
5. A set of astronomical instruments which shall enable the student to determine latitude and longitude and to pursue to advantage the study of astronomy—a study of prime importance whether we regard its influence upon the mind or heart.



NATURAL SCIENCE.

BY PROF. C. A. WHITE.

Rev. George Thacher, President of the Iowa State University:

DEAR SIR:—In accordance with your request, I herewith present you with a brief statement of the condition of the cabinet and of the wants of my department in the University.

The branches pertaining to this department are, by act of the former Board of Trustees, Geology, Zoology, and Botany; but at present Physiology and Hygiene are also taught in connection with them, it being the aim of the professor in charge to constitute them a connected series of studies, each having a natural connection with dependence on the others.

While text-books are used in connection with all these branches, a large part of the instruction in all of them is given by the professor in the form of lectures, descriptions, and demonstrations based upon such specimens and other means of illustration as it has hitherto been practicable to obtain. The courses of text-book instruction in both Geology and Zoology are respectively followed by a full course of such lectures alone. In every course of instruction given in this department the free use of specimens, models, and diagrams is indispensable, because correct knowledge of these subjects can only be obtained by actual comparison of the objects referred to. No person attempts to teach Botany in any other manner, and yet the use of plants is no more necessary in the study of Botany than is the use of at least prepared specimens of animals in the study of Zoology.

This method of object-teaching is now adopted in the Zoology classes of the best schools of the country, each student being furnished with specimens in hand for study and comparison, while his recitations consist largely in reports to his teacher of the results of his observations upon the specimens assigned him for study. A moderate annual expenditure would enable me to introduce this method into my classes which is now impossible for want of suitable collections.

From the very nature of the case it will be seen that the means of illustration in Human Physiology must be largely artificial. Fortunately, most wonderfully perfect preparations of this kind may be obtained at moderate cost.

Characteristic fossils from every known formation in the geological scale are absolutely necessary to give the student a correct idea of geological history; and lithological specimens are just as necessary to convey a correct knowledge of the various formations of the State or region in which he lives.

The geological collections belonging to the University are the most extensive ever made from the State of Iowa, but they embrace very

little from formations in other States, and nothing at all from foreign countries. It should not be inferred from this statement that the collections from Iowa, especially those made by the State Geological Survey, are not really invaluable, but yet they are very far from sufficient to illustrate the general subject of Geology, and are not even complete as regards the geology of Iowa. These collections are especially valuable as authentically illustrating the published reports upon the Geological Survey of Iowa so far as that work has progressed, besides which they embrace much that will attract special students in Palæontology from abroad to the University for purposes of navigation.

The collections in Zoology have been made wholly by myself, and within the past two years, in addition to other too pressing duties. They are quite important, but have been procured at an expenditure of less than two hundred dollars. A few specimens have been procured from the Museum of Comparative Zoology, at Cambridge, Mass., in exchange for geological specimens.

The collection of an herbarium has been commenced, but since fresh plants are always accessible while the Botany classes are in progress, that work has been deferred for want of time and assistance.

A considerable number of very valuable model charts and diagrams have been prepared for illustrating the more difficult and important parts of Geology, Zoology, and Botany. Some of these are substantial, and as good as need be desired, but others are only temporary devices for want of means to procure skilled labor in their construction. Far the greater part of all the means of illustration used before my classes is my own individual property, and worth double that belonging to the University, for teaching purposes. This I have been obliged to keep in constant use with my classes, by which means its value is being greatly diminished by unavoidable injury and wear. To supply other deficiencies, I have from time to time borrowed specimens, to use as illustrations, from the private collections of citizens. Mr. M. W. Davis, of Iowa City, has been especially obliging in this respect, and the Faculty of the Medical Department have kindly loaned me means of illustrating Human Physiology.

Although the geological cabinet contains the very valuable collections of the State Geological Survey, the survey is far from completion, and the collections are correspondingly incomplete; thus they do not fully illustrate the geology of the State. Some of the more important formations are scarcely represented at all, yet they afford so much of value that Eastern colleges keep local collectors employed to supply their cabinets while ours remain destitute of those very specimens necessary to illustrate our own geology. The cabinet needs not only the means of fully illustrating the geology of our own State, but no time should be lost in securing by purchase as complete a collection as possible from our own and foreign countries to illustrate, at least in a general way, the whole series of geological formations.

The zoological portion of the cabinet is small. Our own State, and even our own vicinity, would furnish much of value if means were provided for collecting and preserving the specimens. This is especially true respecting birds and mammals, but the greater part of a full cabinet must come from abroad. Since the geological formations of our own State, and of the vast region round about it, teem with the remains of marine life of the ancient seas, it is doubly important that the cabinet should contain profuse and varied collections from the existing seas. So important are such collections for purposes of comparison that neither Geology nor Zoology can be properly taught without them.

Many of our indigenous animals have already passed beyond the borders of our State, never to return, and others are fast following them. Unless something is soon done to secure specimens of these for the cabinet, our students must go to the institutions of other States, or to foreign countries to gain a knowledge of our aboriginal fauna,

It is very important that suitable models and diagrams for illustrating Human Physiology, should be purchased at once. This study is obligatory upon every student, and such means of Illustration are necessary to its successful prosecution.

The wants thus far enumerated are especially those of the undergraduate courses of instruction. In addition to this, provision ought to be made before it is too late, for bringing together such complete

collections pertaining to all the branches of this department as shall form a basis for post-graduate studies. Our graduates and special students must now go elsewhere, if they wish to continue these studies with profit. Besides all this, it is our evident duty as conservators of the advanced educational interests of our State, to cause to be placed in the University cabinet, the most complete representation possible of its Geology, Zoology, and Botany. Every formation of the State should be fully illustrated; every species of animal that is, or ever has been, indigenous, should be represented; every species of indigenous plants should have a place in its herbarium, and living specimens of at least all its trees and shrubs, should be caused to grow upon its campus.

In compliance with your request, I add a few remarks intended to illustrate the *practical use* of the study of Geology, Zoology, and Botany, and the practical value of the specimens, models, &c., required to illustrate those studies. Passing over the false and flippant claims of some who assert that the study of such branches has little or no value as means of mental discipline and culture, and looking at the subject from a naturalist's stand-point, it is difficult to indicate a single fact which a student acquires in such studies that may not be of any practical value to him in after life; and it is quite as difficult to select judiciously so few illustrations only as it is here practicable to mention.

A careful study of the geology of our State has shown, for example, that coal occurs only in one set of formations, and that these formations are confined to a certain part of the State, and that it is therefore useless to spend money in searching for it elsewhere. Since these facts were known and published, there has been more money wasted in fruitless search for coal in the coalless districts than it costs to ascertain those facts. The facts could not have been ascertained without geological knowledge, and that knowledge could not have been acquired without geological specimens, neither can it be successfully imparted to others without them. Persons, without at least an outline of such knowledge, have no reason for accepting the statements of geologists except such as arises from a blind faith. They are thus liable to place that faith in unworthy persons, and to continue to expend money and labor useless'y—a good example of utilitarianism at fault.

Zoology embraces the study of everything which possesses animal life.

A few years ago the only oysters obtained along our sea-coast were such as were naturally distributed, and were only sufficient in quantity to supply the inhabitants of those neighborhoods. *Practical* men taking advantage of a knowledge of the method of increase and habits of these mollusks which naturalists alone had given, are now farming the sea with more certainty, than the land is farmed, and the result is a constant supply of fresh oysters all over the country.

When the country was first settled, the streams, especially those flowing into the Atlantic, were stocked with excellent fish. Through ignorance of their habits, the fish were destroyed, and none others of the same or other kinds took their place. Naturalists taught *practical* men how to restock the rivers, so that the migratory fish would again make their annual visits, and to cultivate the ponds and brooks so that these are now often more valuable than the lands that contain them.

In these latter years, every farmer knows the value of the study of insects, but it is just as impossible to teach entomology without a collection of insects, as it would be to teach descriptive astronomy to one born blind.

It has been common to stigmatize the study of birds and flowers as light, sentimental, and *impractical*; and the same persons would wage relentless war upon the birds that were protecting their growing crops from the ravages of insects, and saving him from famine. No discrimination was made between the guilty and innocent, because they possessed no knowledge of their habits. It is clearly impossible to teach a student even the difference in kind of birds without at least stuffed specimens.

The same remarks apply equally well to other animals.

It was a part of my original plan to have prepared skeletons and duplicate bones of all animals, wild and domestic, for the purpose of illustrating their structure comparatively. Knowledge acquired from a study of these, would be of great practical value to those who should have the veterinary care of domestic or other animals. Again, persons have been placed upon trial for their lives, the value of the

testimony for or against the prisoner resting on the correct identification of certain bones. Should such a case occur in the vicinity of the University, or even in the State, the person most likely to be called as a witness, is the teacher of comparative anatomy in the University. Without a full collection of such specimens, he could not testify with confidence, or at least could not support his opinion by a comparison of specimens like or unlike those in dispute. Such a result would bring discredit upon both teacher and institution.

The climate and physical features of our State are so nearly uniform, that every species of shrub and tree within its limits may doubtless be made to grow upon the University campus. Ocular demonstration of such a fact, would be of practical value to any student who might afterward engage in the cultivation of trees, a business which is very important one in Iowa, and will be so for many years to come.

MODERN LANGUAGE.

BY PROF. C. A. EGGERT.

The study of Modern Language in European and American Colleges is of comparatively recent introduction.

For a long time it was thought unnecessary that any but the language of Ancient Greece and Rome should be studied by those who aspire to a higher education. This was natural. When the want of such education became for the first time generally felt, hardly any one of the modern tongues was so far developed as to be worthy a place in a course of higher education. The Reformation gave an additional stimulus to the study of Hebrew and Greek, while Latin was studied as a matter of course, being the common medium of learned conversation and of instruction.

The study of these ancient languages had the very desirable effect of making the nations of modern Europe aware of the high civilization of the extinct races by whom these languages were spoken, and of opening to the intelligent student, a realm of wisdom and beauty,

such as his own or any contemporary language and literature was then very far from presenting.

Gradually, however, modern speech acquired polish and refinement, and modern authors attempted, more or less successfully, first to imitate, then to rival ancient authors.

Modern discoveries and inventions made necessary the use of new words and phrases. Ideas that never entered the head of Greek or Roman philosopher had to be expressed in modern speech. New styles of art made their appearance and new productions in almost every field of human thought, feeling, and enterprise gave proof of the vigor and originality of the modern mind.

The Greek temple had been the highest architectural triumph of Greek art, but the Gothic cathedral, representing a different ideal in art, proclaimed no less proudly the triumph of modern art.

An Ionian poet of magnificent poetic power, had given to the world the greatest Pagan epic, and four Attic poets produced those masterpieces of the Grecian stage which will for all time be ranked among the most perfect specimens of dramatic art. But Dante arose, and gave his countrymen, in the then despised language of the common Italian people, a christian epic of such power and beauty as to earn the dignity of being ranked with the very first production of the world's greatest poets.

In Spain, *Cervantes* produced a work of unsurpassed genius. In England, the great *Shakspeare* cast the inspirations of his wonderful mind into the enduring form of English speech, making of the latter a "classical" language for all time to come. In France, *Corneille* and *Racine*, *Moliere* and *La Fontaine*, brilliantly displayed the capacities of their native language, and at last Germany, so long the battle-field of Europe, having had her language fixed in forms of original beauty by the great reformer, *Martin Luther*, gave to the world the glorious series of productions of unsurpassed excellence from the pens of the great representative poets of these modern times, *Goethe* and *Schiller*, and of that splendid galaxy of other writers, in every field of human art and science, by whose combined labors German literature has gained its present proud and exceptional position.

With the growth and development of these and other languages,

prominent among them also those of Scandinavia and Holland, the necessity of studying them was gradually felt more or less by all scholars. Latin was no longer the medium of conversation, except for the catholic clergy, and the absolute necessity of studying it was no longer felt by those who, while desiring to carry on their studies as far as possible did yet not wish to become professional antiquarians, philologists, or theologians.

Accordingly, we find that schools were organized designed to meet the wants of such persons, while the college proper continued to give the greater part of its time and attention to two of the ancient languages.

By and by, however, even the colleges, in some measure, acknowledged the justice of the claim of modern languages, by paying greater attention to the vernacular, and by giving at least one other modern tongue a regular place in the curriculum. In Germany French was, and still is, regularly taught in the classical college. In France, German was, at least, not entirely neglected by the higher institutions, and at the school of higher studies in Paris, a knowledge of German was even made an absolute condition for entering the Department of Comparative Philology. Even in England some attempts in this direction were made, although English conservatism, strengthened by the fashionable custom of quoting Horace in Parliament, and sneering at the "affairs of the continent," made it very difficult for either French or German to gain a foothold in British institutions of learning. Even to-day some very prominent Englishmen, among them the known liberal, John Stuart Mill, refuse to modern language a place in the regular college curriculum, although at the same time admitting their importance.

In our own country, where the power of tradition is less strong than in Europe, the subject of modern languages has been treated with far more liberality and good sense. There is hardly a first, or even second-rate college in the land, at which these languages do not receive more or less attention. In a democratic country like ours, colleges cannot afford to exclude those who care more for the civilization of the present than they do for the civilization of the past.

It is clear that if the regular college should refuse to give attention to the modern languages, separate institutions would have to be

established—as in France and Germany—to meet the requirements of that peculiarly modern culture, which finds its expression in the modern tongues. There is, however, no real need for such separate schools, and in most of our leading American institutions, the practice has obtained general approval, of allowing students a certain latitude of choice in the matter of languages. In the Iowa State University one year of German is obligatory on all students who wish to enter the Freshman class. Beginning with the Freshman class, they may select between Greek and German, and in the two last years of the course, their choice between the various languages taught, is not limited at all. In this way the opportunity is afforded, that all students may give some attention to both the ancient and modern tongues, or that they may give special attention to either, only Latin being a strictly required study for more than one year. French may be begun in the Sophomore year by students who aspire to the degree of B. Ph. which at this institution is of equal value with that B. A., and Italian is studied during the Senior year, while French and German, the same as Latin and Greek, are continued during the Junior and Senior years, and when required, beyond these years.

This arrangement combines the advantages of the old college with those of the new college, as the latter exists in the German “Real Schule” or French “Lycee.” Similar arrangements exist at all other American State Universities and at many denominational colleges.

In order that the instruction in modern languages may bear its best fruit, it is indispensable that it should be given by really competent teachers. It is a very gratifying fact that our foremost universities and colleges fully appreciate this truth. America’s foremost philologist has for over twenty years been teaching German at Yale College.

The names of some of our most gifted authors—*Ticknor*, *Longfellow*, *Lowell*—have become identified with the cause of modern languages at Harvard University

Other institutions have followed the examples of these two leading American universities, prominent among them the State University of Michigan, Princeton College, and many others. It is to be hoped that the efforts of those who are directly or indirectly interested in the cause of modern languages at these various institutions, will, in

course of time, produce a more intelligent appreciation of the value of this branch of study than at present exists among the educated, and more particularly of the educators of our people.

It is unfortunately only too true, that the crude views, concerning the modern languages, entertained by men like J. S. Mill of England, Richard Grant White of this country, and of many others who fancy that their proficiency in one department makes them fit judges in every other department, have done and are doing much to prejudice many honest and intelligent people against the modern languages as a necessary and indispensable branch of all true high education.

It is not, and cannot, from the want of space, be my object to enter into any special comparison of languages, but I think it will not be out of place here to emphasize the claims of the leading modern languages as valuable means of discipline, and to point out the injustice of the charge made by so many would-be scholars, that they are inferior in this respect to the ancient languages.

In as much as the silliest arguments, or what many consider to be arguments, are persistently urged against the modern languages, as in any sense entitled to take rank as studies fit to give discipline to the mind by the side of the ancient, it may be well to quote here the testimony of a gentleman whose thorough knowledge of both the leading ancient and modern classical languages, not disputed by his adversaries, gives him a peculiar right to be heard in this matter. Dr. Arthur Kortegarn, of Bonn, Germany, recently addressed a meeting of collegiate teachers of Western Prussia on the subject of "The better method for the training teachers of modern language." In this address several remarks occur which are so full of good sense and so well supported by facts, that I will take the liberty of quoting them, believing that the gentleman's views are not those of a blind partizan, but those of an enlightened, thoroughly informed and high-toned christian scholar.

The speaker answered first, the following two favorite arguments of the advocates of the traditional college training (by means of Latin and Greek to the exclusion of modern languages) viz: First, that French, English, &c., can only be regarded in the light of utilitarian studies, intended to enable those who study them to earn

money, and that hence, their acquisition was not calculated to train and discipline the higher faculties, and secondly, that a student could easily learn French and English, or any other modern language, after having mastered Greek and Latin. He said: "It seems to me that these views originate mostly in real ignorance, or are due to a wrong conception of the mission, and a complete lack of appreciation of the value of modern languages for the objects of culture. I do not doubt that an eminent historian or physicist may possibly get at the general meaning of a treatise in French on a subject pertaining to his speciality, without having paid much attention to the study of French, but I deny *that such a person is imbued with the elements of culture which exist in the French language*, any more than that the intellectual eminence of such an individual can be said fairly to represent the intellectual capacities of the majority of educated persons.

The case is likewise not rare that young scholars, who have for a number of years trained their intellectual powers by the study of Greek and Latin, acquire, in their hours of leisure, an elementary knowledge of the French and English languages, and thus are led to the false conclusion, that it is easy to acquire the knowledge of these languages, especially after a preliminary study of Greek and Latin. But in answer to this it must be said, in the first place, that in such a case the student did not make the attempt to study the foreign language in a scientific spirit, to become intimately imbued with its character, to grow intellectually and naturally into the organism and genius of that language, and to penetrate into the intellectual life and culture of a foreign people, *but that his whole work amounted to mere bungling efforts, the results of which produce no other effect on the better instructed hearer than that which is produced by intolerably bad and false singing, or the frightful practice of a beginner on a stringed instrument.* On the other hand there are now known several cases of young men, who, after completing the course in a not classical college (Real Schule) *learned in a single year all the Greek, the acquisition of which require four years in the regular classical college (the gymnasium.)*

"The logical construction of the period which in the French language (no less than the German) is accessible to, and attainable by

only a delicately trained mind, the wealth of the syntactic forms of this language, the rich and weighty intellectual stores of the writers of a great civilized nation of our time, do not only endow the pupil by means of a powerful mental discipline, with the ability of working with energy, perseverance, and elasticity, but also in so far develop his aesthetic and musical susceptibilities, as they enable him to feel the charm of the accent, the melody and modulation of the foreign tongue.

“The modern languages should not be studied in our schools for the attainment of merely practical ideas. At school no language should be learned for the sake of the language, but in order to become acquainted, by means of the language, with the intellectual, moral, and religious development of the foreign people.”

“The ancient languages are not taught in the classical school for the purpose that the student may afterwards be able to understand a Latin or Greek author, but on account of the mental discipline, the intellectual life which flows from them into the learner, just as it is with modern languages. They are studied that we may the better understand the intellectual culture of our age, and in order to draw mental discipline and mental vigor from the religious, political and ethical life of the great civilized nations of our century.

Some 30 or 40 years ago, that *elementary facility* in the use of a foreign language, which the opponents of the modern language generally *confound with the knowledge itself* of these languages, used to constitute, it is true, almost exclusively the aim of the students of these languages.

To-day, the study of the modern languages requires not only the same quantity and quality of mental exertion as that of the ancient, but something more. It is a great mistake to believe that the study of a modern language is an easy matter.”

“The intellectual life of modern civilized races is in the same degree superior to that of the Greeks and Romans, as the christian religion and our modern political growth and development are superior to those of all pagan and other ancient nations.”

“This life fluctuates, however, and can be understood only with difficulty. Hence, the necessity of careful instruction to guard

against the dross which is found by the side of the most precious pearls."

"In studying the modern languages, it is just as necessary, as in studying the ancient, to quicken into activity the various mental forces—reason, imagination, sensation, and will. They also contain germs of Geography, History, Poetry, Philosophy, Religious, and Moral systems; nor can the teacher and student omit considering Grammar, Syntax, Style, Prosody, Rhetoric, etc. The formation of sentences and periods in a modern language is by no means dependent on the subjective feeling or pleasure of some philological school, but in strict accordance with logical and grammatical laws. As regards the use of synonyms, the nicest discriminations and shades of meaning have to be observed; neither can the student of a modern tongue safely omit to study the domestic institutions, the customs and manners, the various fields of Art, Science, and Industry, of Political Economy, etc., of the country, the language of which he is engaged in studying."

In the remaining portion of the discourse, the speaker discussed the various means and agencies for the training of teachers of the modern languages. He regards it as an absolute necessity that at the German universities eminent English and French scholars should be appointed as professors of their respective languages and literatures, and that the candidates for positions in Preparatory or Middle Schools should by all means be sent for a year or so to the country of the language of which they intend to become teachers.

It is an interesting fact that this country is really ahead of Europe in the attention given to modern languages at the college and university. And this is as it should be, although much remains yet to be done. It seems strange that until quite recently the study of English was entirely unknown in the German colleges and universities, but it should not be forgotten that the general recognition of the importance of the study of German at our principal institutions is also of quite a recent date. There is at present a movement on foot in Germany, to introduce the study of English in the college, on the ground that the English, being of the same family as modern German, has greater claims than any other on the attention of German students. For precisely the same reason, it seems to us, German

should be the first language, or among the first, studied by the English or American student.

A learned and accomplished American scholar, Dr. Dwight, expressed his opinion of the value of German in the following words:

“There is no modern tongue which a mind thoroughly English in its type and tone can so profitably receive into all its elements of thought and growth as the *German*. It has great capacity for expressing nice discriminations and poetical conceptions; and to us of other nations, whose languages are the mere alluvial deposits of those of older days, having none of the interior principles of spontaneous organic growth, that the German like the Greek possesses, taking on new forms and new combinations as used by each new age and even by each new mind that assumes to itself the privilege of making them, as the right is universally conceded: it seems delightful indeed to come within the atmosphere and aroma of its fresh blossoming life.” * * * “The heart is stirred by the splendor of its poetry, as it sometimes is under the power of some wild witching melody, which makes the soul feel as if deep within itself there were another self, to which few things in this world had the power to make themselves heard or seen.”

And further, on the relation of English to German:

“The grammatical constitution of the English language is Teutonic. In every part of the language its inward chemical and vital energies are all Teutonic. A very small proportion of its vocabulary is Celtic, and of the Latin it absorbed less than any of the other provinces of Rome, though so much, so that its lexical elements are chiefly Anglo-Saxon.”

To the foregoing remark only one objection can possibly be raised, that it produces the impression as though English had absorbed its Latin elements when England was a Roman province, or because it once was a Roman province, and that it received them in the same manner as the other provinces of Rome. This would be an inaccurate conception of the true fact, and as the latter is of great importance, if we wish to understand why, next to the German, the French language naturally deserves the greatest attention on the part of the English or American student, I will here briefly refer to what is

well known, theoretically, by all scholars, but practically appreciated by only a few.

The purely Germanic tongue of the Anglo Saxon was powerfully modified by the language of the Norman-French who were, likewise, of Germanic descent, but had adopted the common language, "*lingua rustic*" of northern France. This language arose from a corruption of the bad Latin which the military and hierarchial Latin conquerors of Gaul had introduced, by the German invaders, who, in their turn, had conquered Gaul, and to whom France owes its present name.

At the time William of Normandy conquered the Anglo Saxon realm, Norman French was already a language of considerable force, wealth, and flexibility. It was no longer Latin, for the same reason that the English of to-day is no longer Anglo-Saxon, or German; or that the Latin of Cicero was no longer the original language of the Latins, Volscians, Umbrians, Etrusci, &c. The French of to-day is in grèat measure the direct descendant of the language spoken in northern France, so that modern French resembles Norman French closely enough to offer a great portion of the advantages likely to arise from a study of the former for the purpose of gaining a critical insight into the *genetic* process of the English language.

Now, while I could by no means assert that an acquaintance with German and French, either ancient or modern, is necessary for the acquisition of a perfect command of the English language, for I believe that the time required for the study of foreign languages would, if applied to the sole study of English, secure this object far more rapidly and certainly,—I yet cannot doubt that for a *critical* study of English, a knowledge not only of Norman-French and Anglo-Saxon, but of modern French and modern German is indispensable. Language is both an *art* and a *science*. In so far as it is an art, proficiency in any language will be in the direct ratio of the attention given to it irrespective of other languages. In so far, however, as language is the subject of a *science*, it is not sufficient that we merely know the outside and mechanical structure of particular languages, but also the mental affinities and historical and other relations which they sustain toward each other. It is one of the most encouraging signs of the gradual spread of sound views on education,

that in all the civilized communities of the modern world, it is now held as a matter of course, that the study of the vernacular should receive particular attention at the national schools. No sane man or woman any longer believes in the mediæval doctrine that the most direct way to learn English grammar is by committing to memory the multifarious rules of Latin Grammar.

It is now generally recognized that modern languages are the products of modern conditions, and that the relics of older languages still found in them can be considered only in the light of the material which the modern mind used for the rearing of structures that are just as peculiarly its own, as the edifices of the modern architect are peculiarly his own, although he may have used in their construction the fragments of the most beautiful ancient temple.

Whatever the importance of those fragments of ancient times for a scientific study of language in general—and I think that importance can hardly be over estimated—it must yet be true that the rational way of a scientific study of any given modern language is by beginning to study those cognate languages which contain, in a wider or narrower sense, the elements of which it is more directly composed.

This is evidently also the opinion of Prof. W. D. Whitney, of Yale, when he claims for the study of German, “that the fundamental relations of German to the most central and intimate part of English makes the study instinct with practical bearing on our own tongue, and equivalent to a historical and comparative study of English itself.” But what is so pre-eminently true of German is, in a lesser degree, true of French also.

It is not true that a knowledge of Latin is sufficient to enable the student to analyze those words in the English language which are not of Teutonic or Celtic origin. The numerous words from the Greek or Latin which the English as well as the German and French dictionaries contain are, for the most part, the common property of all these languages. They are generally *technical* and not used in any other but technical literature; words like Telegraphy, Astronomy, Photography, Oolite, Ontology, &c., are neither English, nor German or French. They are part of a cosmopolitan vocabulary understood by those who are acquainted with the things

for which they stand, and by none else. They are not the words generally met in the works of the great writers, neither in *Shakespeare* nor *Tennyson*, neither in *Macaulay* nor *Bancroft*.

The words we generally *do* find in the highest literary efforts of English and American literature are for the most part of Anglo-Saxon, i. e., Germanic, or of Norman, i. e., *French* origin.

This is perhaps most apparent in the Bible, and in Shakspeare's works.

In the Lord's Prayer there are, for instance, four or five words not of Teutonic origin, but almost every one of these is directly derived from the French, *i. e.* had already obtained a new individuality which was quite distinct from the Latin before it was taken into the body of English speech. Thus trespass from *trépas*, temptation from *tentation*, deliver from *delivrer*, power from *pouvoir*, glory from *gloire*. (Name and day existed as Anglo-Saxon words, although they are originally Latin.)

Words like *desire*, *dinner*, *beauty*, *hour*, *journey*, *joy*, *rejoice*, *view*, *etc.*, were none of them directly derived from the Latin. The origin of these words, and most others (not Teutonic) that are in common use, we cannot understand without going back to the corresponding French forms. Who would suppose, if ignorant of French, that *journey* meant primarily the *day* as distinguished from *jour*, which may include the *night*, and was used to express the achievement, the work of a day? Knowing this, it is not difficult to trace the word back to the Latin "*diurnus*," but without the French word it would tax the ingenuity of the best trained mind to account for the derivation of the English word. Shakspeare uses the word "*attend*" in the sense of "*await*." Why? Because "*to attend*" comes from the French "*attendre*," which means "*to expect*" or "*await*."

As regards the German the case is, of course, far stronger.

The student of German, when he becomes acquainted with such words as *knecht*, *macht*, *recht*, *knabe*, *licht*, *fecht*, *brachte*, is not only reminded of the, more or less, corresponding English words knight, might, right, knave, light, fight, brought, but he also finds at once an explanation for the existence of the silent letters in the English words. He gets some idea of "Comparative Philology"

when he observes the frequent correspondence between the s or z sound in High German, when final, and "t" or "th" of the Low German, respectively the Anglo-Saxon and English. Words like *das, lass, wasser, hass, salz, malz, zu, katze*, readily remind him of *let, that, water, hate, salt, malt, to, cat*. The meaning of words like *vater, mutter, bruder, schwester, treu, gut, land, hand, fisch, feder, gold, silber*, and many others, he recognizes as easily as though they were English words. Of the defective English verbs: *I can, I will, I shall, I may, I must, &c.*, he discovers with interest the missing forms in the German, which has retained them.

In spite of all its foreign admixture, English is yet a purely Teutonic language as far as its grammar is concerned. Hence a scientific treatise on English grammar necessarily includes constant references to those Germanic dialects from which modern English and modern German sprung. In fact the science of English grammar treats the English and the German languages as phases in the history of a single massive stem from which these languages, like so many powerful branches, have grown forth. For this reason, that greatest of philologists, Jacob Grimm, in his famous "German Grammar," treats as exhaustively of the Anglo-Saxon language, the mother of the English, as he does of the Gothic, the mother of the German, regarding both, in fact, as only slightly varying forms of the same essential tongue.

Whoever has given any attention to the facts here only briefly alluded to, will readily understand why it is that of all the various modern languages, the French and German are selected as being peculiarly adapted to the use of American (or English) schools. There is a fitness in this selection which none but a superficial person can deny.

But it is not only on the grounds just presented that we base our claims for a prominent position of these languages among the studies pursued at an institution of learning.

The languages of England and America, of Germany and France, undoubtedly present to-day the most valuable portion of modern christian civilization.

Modern history virtually begins with the great movements of

German races, which resulted in the present composition of European nations. "The British constitution," says Montesquieu, "was born in the forests of Germany." The history of the growth of republicanism must begin with the history of Germany. The Latin races have never yet succeeded in establishing or preserving a true republic. Republican freedom means intelligent subordination to the rule of self-made laws. It means the use of reason in the force of authority, and the power of peaceful association for the attainment of common ends. It is to the infusion of pure Germanic spirit into the body of the Celtic and Latin races of Europe, that France and Italy owe their modern existence. It was this same spirit that raised England to her proud position, and prepared the crowning glory of political life—the constitution of the United States.

These are not mere phrases or gratuitous operations, but statements of facts which can be very easily verified.

Says Mr. Dwight:

"Modern civilization is the combined result of the ideas, institutions, and influences, contained in four great providential manifestations of national life and character: the Jewish, Greek, Roman, and German; in which category, although the German be last, it is far from least. It is impossible to comprehend *either the history of the past or the philosophy of the present*, without a full acquaintance with German history, which, strange to say, has been more neglected hitherto in this country than any other history. But the marks of German mind and might lie deep and strong over all the languages of southern as well as of northern Europe."

It is a demand of our times, a demand so strong that only willful ignorance is powerful enough to resist it, to extend our intellectual horizon beyond the narrow sphere in which birth has placed us. Every intelligent being feels that to know conditions, ideas, views, and opinions other than those of one's immediate surrounding, is an absolute necessity, if we wish to advance intellectually, to free our minds from the shackles of prejudice, and to expand our sympathies. We call him liberally educated who has the ability of readily identifying himself with the individuality of others, of appreciating foreign conditions, and judging intelligently of both near and distant events. To give this kind of a liberal education is the

highest aim of the college or university, but it may well be asked, whether it is possible to reach this aim without the study of modern languages. Language is the most delicate as well as most powerful instrument of the human mind. There is no element of culture so valuable, no means of progress so potent, no product of human genius so admirable as language. And modern culture is represented by modern languages. What can be more natural than the demand that these languages should be studied by those who aspire to be the leaders and educators of the present and future generations? Is there a more efficient way to impress the youthful mind with a generous appreciation of that which is good and great in foreign nations? Is there a better way to make him aware, by comparison, of the great and good which his own nation, language, and literature contain? Is there a safer road to that great end of all true education, to make us love our neighbor, because we *understand* his motives and *sympathize* with his efforts? An ancient philosopher claimed to have three souls because he knew three languages. We believe that by deeply entering into the language of a great civilized nation the mind and soul cannot help growing, and gaining in vigor, depth, and efficiency. This is the reason why the study of the ancient languages has been so long the most valuable means of education. With altered conditions, social and political, a most wonderful development of modern life, culture, and literature, it may well be admitted that what has been so well done by the ancient languages in the past, may now be done, in part at least, by the study of the most important of modern languages.

There is, in fact, no valid reason for the study of Latin or Greek that is not just as applicable in the case of the study of English, French and German. These languages differ from each other and from the Greek and Latin, and in a merely philological point of view the Greek, particular, has greater claims to be regarded as a perfect language than any other. But it must be borne in mind that the essential characteristics of language are found in the English as well as in the Greek. The wealth of formal elements in the ancient languages is certainly not equaled by the same elements in French, and still less in English. But these languages are nevertheless not so different from either the Greek or Latin as not to offer the means of

a discipline that is the same in *kind*. That distinguished philologist, Prof. Max Mueller, expressly states that as regards roots, declensions, conjugations, the formation and analysis of words, etc., "the modern languages occupy the same ground as the ancient." And again:

"The only difference between our cases and those of the ancient languages consists in this—that the determining element is now placed *before* the word, whereas, in the original language of the Aryans, (and also Greek and Latin) it was placed at the end." It should not be forgotten that all those multifarious endings of the Greek and Latin languages were originally just as distinct words as our pronouns and prepositions which, in the conjugations and declensions of most modern languages, take the place of the inflections in Latin and Greek. The metaphysical claim that the disciplinary value of a language must be measured by the number of its inflectional forms has therefore no real basis in sound reasoning.

These forms are no doubt both interesting and beautiful features of a language, but they do no more determine its value as an instrument of the mind as do the ornaments on any other instrument or machine determine the value of that machine. A modern language cannot be expected to be precisely like an ancient language, any more than a modern tool can be expected to be precisely like an ancient tool of the same kind. The difference in the degree and kind of civilization must naturally appear in the languages no less than in other matters. A modern steamer is possibly a less poetic subject than an ancient tri-reme, but it would be absurd to make poetic or other accessories a test of excellence. The question is, "Does the tool, the ship, the instrument of thought or action perform the work for which it was fashioned?" If this question is a proper one, it is easy to prove that modern languages are admirable instruments of the mind that seeks expression in language, and that there is no thought so high or so low, no shade of meaning so delicate or so obscure, no feeling so sublime or so contemptible, that, if it can be expressed by language at all, cannot be expressed in a modern classical language.

If this is true, we can readily conceive that modern classical languages cannot be as inferior a superficial comparison with the ancient classical languages may make them appear. *Difference* there

may be, nay, there *must* be, but this difference does not necessarily imply inferiority. The inference is natural that the best instruments of thought of the modern mind must possess in their structure admirable substitutes for numerous forms of thought of the ancient mind, and this being recognized as true, the whole question about relative superiority or inferiority, appears too puerile to deserve any further attention.

If we carefully compare the syntax of the French language with that of the Latin, we are struck with the almost complete identity of the French and Latin rules in all essential features, in spite of the difference of the means used by either. The rules of agreement (of adjective and past participle) are almost exactly the same in French as in Latin. The rules concerning the objective accusation after *aider, imiter, &c.*, and the accusation of plan and time are the same for both languages. There is a great resemblance between the *casus absolute* in Latin, with a similar form in French. The Latin genitive although expressed in French by a preposition, yet closely resembles in its use the corresponding form in French, even in those particular cases where the genitive follows verbs like *piget, pudet, &c.* The French tense forms correspond almost in every respect to the Latin forms, and the use of different modes is nearly identical in the two languages. If from these facts (and many others which it is not necessary here to state) the inference is drawn, that a knowledge of Latin must be of great advantage for the acquisition of French, it should at the same time be remembered that there can be no reason why a knowledge of French should not also be of great advantage for the acquisition of Latin. At any rate it must be plain that the results of the study of either language in so far as these results are looked for in the effect of the study on the mind, must be of nearly or quite the same disciplinary value in either case.

If we find that the French language uses the definite article almost exactly as the ancient Greek does, we must admit that as far as this use is concerned, the French cannot have any higher, or greater disciplinary effect on the student's mind, than the French. When we find that the German declensions, in some respects, almost run parallel with the Greek declensions, we cannot help admitting that the discipline in either language must be somewhat akin, in so

so far at least as the declensions are concerned. If we find that the French conjugations are so difficult that it takes fully as long to commit them to memory, as it does to commit the Latin conjugation, we fail to see the inferiority of the French, as far as the conjugations are concerned. The alleged fact that there are more difficulties to be overcome in the study of an ancient language, than in the study of a modern, would be of importance, if *all* these difficulties really *were* overcome. If they are not, then the discipline of modern languages, *as far as it goes*, will be exactly *equal* to that of an *ancient* language as far as it goes, for the same reason that a good clock set to run 24 hours, will go, while in motion, just as fast as one set to go a week or a year. Now, nothing is more certain than that no collegiate course will enable any student to learn all about even the simplest language. Hence it matters not how long it may take to master a more difficult one, because there is no more time available for mastering the difficult one, than there is for the easy. But it is, I think, a great mistake to believe that the acquisition of a language like the French or English is easy, and as regards the German, we have the testimony of those who have tried the experiment, "that the German is more difficult than the Latin, and but little less so than the Greek."

*The German language is the richest of all languages, and its capacity of "home-growth" may be inferred from a single example. From the word "ein"—one, the German language is formed, by means of prefixes and suffixes, such as *ver*, *un*, *heil*, *ig*, *keit*, *sam*, *eln*, some twenty-three distinct words, some of them expressing very nice shades of meaning. The formation of new words by compounding single words is another prolific source of new words. The remarkable activity of the German mind, so pre-eminently philosophical and scientific, has discovered a large number of conceptions of such delicate gradations and shades that the German words by which they are expressed sometimes defy all attempts of the translator to render them accurately. The distinctions between *vernunft* and *verstand*, higher reason and ordinary reason, respectively, the idea expressed by the word "*an-schauung*," and "*an-schauungs-unterricht*," inadequately rendered by object-teaching, are only a few of the most common cases in point.

In its syntactical and rhetorical forms, the German language is remarkable both for its regularity and the freedom of expression which exists within and by virtue of this regularity. In all this, and particularly also in its wealth of synonyms expressive of the nicest shades of meaning, (there are for instance at least seven different words for the idea of wood or forest, not counting the compounds, which, like "*Hochwald*," "*Lustwald*," express important distinctions), the German language possesses elements for the purpose of linguistic discipline that are not inferior to those possessed by any other language, ancient or modern.

There is, however, yet another point of view from which this subject may be profitably examined. Why should *difficulty* be a *desirable* property of any study? Is it not the express object of *education*, that is, of the art which prepares the way for the acquisition of knowledge as well as the formation of character, to make the access to the hills of science graded and easy? Is it not true that our most valuable knowledge, our best ideas and purposes, were obtained almost without any conscious effort? If education is not the art we have defined it to be, then what is it, and what is its possible use as an art? A writer on similar subject comments on the "huge fallacy" that study must be difficult in order to be profitable, in the following pointed manner:

"In the minds of many people," says Mr. D'Arcy Thompson in his "Day-dreams of a Schoolmaster," "education is inseparably connected with the idea of difficulty and tediousness. They imagine that a great deal must be accomplished when painful efforts are being made. They find a grim satisfaction in the feeling of obstruction. So, when you row a boat against a stream, you hear the water ruckling at the prow, and you feel virtue go out of you at every stroke of the oar, and the boat is almost stationary. But when you row with the current, you hear no noise of rippling; you scarcely feel your oar, and the boat is gliding like a swan."

The fallacy so pointedly alluded to in this passage is, nevertheless, accepted by many as a true dogma. This circumstance, in connection with the common belief that the acquisition of a modern language is incomparably easier than the acquisition of an ancient language, is the principal reason why many schoolmen refuse to modern languages the honor of being counted among the studies which chiefly contribute to the discipline of the mind. If it were otherwise we should not see in some of our most noted institutions such a ridiculously small portion of time devoted to the study of French and German. The Iowa State University, by allowing certain substitutions, enables every student, if he or she so choose, to devote from three to five years to the study of German, and at least two years, of five recitations per week, to the study of French. By this arrangement it is possible to do, comparatively, justice to these studies, and to give students such a thorough preparation as

will enable them to become efficient teachers of the one or other, or both of the principal modern languages here taught.

Our time is one of remarkable activity in every field of action. There never was a time when nations felt so much the need of intellectual efforts. It is no longer the phantom of military glory, or physical power, that allures the best minds of the foremost nations of Europe and America, but there is a noble rivalry between them all to excel in the works of the mind, to advance intellectually.

An eminent English or Scotch writer, in the *Edinburgh Review*, makes the following extraordinary admission, as regards his own country : If we look for the cause of a fact admitted and deplored by all Englishmen—that it is Germany, not England, which is now dictating the course of modern research and the development of modern ideas—we need not go far to find them. The Germans have been careful, while we have been careless, of selecting the best and most efficient methods for the education of the mind.” No courage or discipline in the army could enable the spear or the arrow to contend with the musket or the cannon.” We have been fighting the battle for intellectual supremacy with bad weapons ; weapons as rude and obsolete as the arrow and the spear ; weapons which our own posterity will perhaps some day regard with a sense of wonder as contemptuous as that which is now excited in ourselves by the contemplation of those clumsy and ungainly relics which extinguished Allophyllian races have left behind them, as the only traces of their existence, in our caves and fluvial deposits.” * * * The greatest danger to English institutions and English society at the present time, appears to us to consist in the fact that the education of the upper classes is not such as to qualify them to maintain the position they owe to their superior wealth and station ; and that whilst knowledge of every kind is more rapidly diffused among the people, those who ought to be its guides and leaders, are left to batter on the moor of classical antiquity and mediæval traditions.” It may well behoove other nations than that of England, to examine closely their educational systems, and few, there is reason to believe, will be found able to claim total exemption from the charges here preferred. How much more attention is even now paid in many institutions to the leading minds of ancient culture, than to the representatives of a culture far

more advanced than that of Greece? Certainly it would be a great mistake to neglect antiquity in any of the higher institutions of learning, but is it not even a greater mistake to neglect the modern phase of culture? And yet, how great is the prejudice in favor of the routine of college instruction even now. No one objects if the various departments of a university are amply supplied with illustrative material, apparatus, museums, works of art, etc., except in the case of the department of modern languages, if such there is. And yet, what reason can be alleged for denying to this department aids which are considered a matter of course in all others? Is modern art less worthy of attention than ancient art? Are illustrations of scenes of actions that occurred in the 19th century less suitable for school purposes than those representing scenes, etc., that occurred two thousand years ago? It is frequently asserted that the case of the modern languages is an exceptional one, inasmuch as it is possible to get familiar with them in the countries where they are spoken. The latter is true, and it is likewise true that it is possible to go and see the originals of many modern representations of cities, scenery of all kinds, individuals, etc. In all this, however, we fail to see any argument that would not apply with equal force to every other department. The sites of ancient cities, the museums of ancient art, of natural history, etc., may be visited just as well. The best place to study mineralogy would be in a flourishing mining district, Latin may be rapidly learned in certain Catholic seminaries, where it is still a spoken language. The galleries of Europe are open to every one who wishes to study the original works from which we derive those representations which are so useful in classical instruction. And so with all other studies and aids to study—what is true of the one is no less true of the other. The reason why the various sciences and languages should be taught at our institutions is not that they cannot be taught elsewhere, but that it is practically impossible for the majority of students to visit those various places, districts, laboratories, museums, etc., where they might find instruction in the many distinct branches they desire to study.

There is still another reason why this should be so. The studies carried on at the college are intended not merely to store the mind, but more particularly to discipline by a regular system of training.

While we contend for improved methods of instruction, and claim that education of any kind should be treated as an art, the object of which it is to remove as far as possible all difficulties, and to facilitate in other respects, the acquisition of knowledge, we are yet very far from claiming, as some seem to do, that study may be made as easy as to be little more than play. On the contrary, we affirm that without the capacity of absorbing attention, of concentration on the subject before the mind, mental discipline—the highest object of all study—cannot be gained. This is as true of the study of modern language as of any other. Without such attention and concentration no one ever yet attained any deep insight into a foreign language. Mere parrot-like repetition of a set of phrases and some superficial reading should not be confounded with real knowledge. But, it must be observed, that a correct pronunciation is certainly an essential part of such knowledge, and that, without it, an essential element, the flavor, so to speak, is wanting. For it cannot be sufficiently emphasized that one of the principal reasons why modern languages should have a place in every course of learning, not strictly elementary, is found in the fact that they are the living vehicles of living thought, and, hence, afford the inestimable advantage that they are capable of being taught exactly as they are. No true classical scholar can help regretting the impossibility of teaching the Greek of Homer or Sophocles, the Latin of Virgil and Horace. Whoever has a tolerably delicate ear for the niceties of speech can appreciate how disagreeable an imperfect pronunciation of a known language is ; but as regards our pronunciation of Latin or Greek, it is confessedly so far from the true standard that no Greek or Roman would recognize his own words as we utter them.

What the ancient languages obviously cannot do, the modern languages assuredly should, the training of the ear to recognize the sound of a foreign tongue, is in itself one of the most valuable exercises. Modern pedagogy is mainly based on the principle that education must above all, aim at the proper training of the senses. In the study of a modern language, the sense of hearing is trained at least as much as that of sight, and there is hardly another study that can do as much for the former sense. There is besides, a great deal of satisfaction in being able to repeat the words of a great foreign author, in nearly

the same style and the same words in which they were originally uttered, or intended to be uttered. Language is essentially sound—letters, ink, types, books, &c., are at best only imperfect substitutes for the living speech, although some would-be educators seem to believe that the reverse is true. Without exaggeration, it may be said, that the efforts required to overcome the difficulties of using a foreign language in a proper manner, constitute one of the finest exercises of the mind. No one who has ever successfully made this kind of efforts, will deny the great and proper value in an educational system. These exercises unquestionably give a considerable degree of freshness and brightness to the mind, and it will be difficult to find dull persons ever succeeding in it, without losing much of their natural stupidity.

While thus fully admitting the importance of drill in pronunciation, conversation, and reading, I must yet confess that I do not believe the higher college or university to be the place where this drill should occupy so much time as would enable a beginner to learn to speak the language with fluency. I believe that most of this drill ought to be given in schools that prepare pupils for the university. The pronunciation of a modern language is best learned in early youth. When the student reaches the university, he ought to be able to give the greater part of his attention to those features of the language and its literature that address themselves to the higher faculties of the mind. Much as I value the spoken word, the correct pronunciation and facile utterance, I regard them as worse than useless if the student is not led to use them as the means for giving a truly intelligent insight into the laws of the language and a keen appreciation of its genius. The entire course of his college training should impress him with the almost sacred character of a cultivated language. That language is the most delicate, most admirable and most precious instrument of the human mind should be deeply impressed upon him. Only when this is conscientiously done by competent instructors may we look for the best and most satisfactory results of linguistic culture.

Every cultivated language bears upon its face the marks of the national mind. To study a foreign language is the quickest way to become familiar with the ideas, virtues, aspirations, and deficiencies of the foreign national mind. It is impossible that such study

should not have a tendency of expanding the student's range of mental vision, and of giving him enlarged sympathies. But it is, of course, necessary that the students' efforts should be guided by a judicious instructor. Only pure models of style, only compositions that reveal a fine and delicate talent, or are the productions of decided genius, should be used. There are as perfect models of style in English, French, and German as there are in Greek and Latin, but it is of the greatest importance to bear in mind that on the fertile grounds of literature the rankest weeds are frequently found by the side of the most admirable flowers. There can be no doubt that the proper work of university teaching, as far as the languages are concerned, should be to initiate the student to the rich fields of literature. The discipline to be derived from mere grammar drill, though essential, is yet of only elementary value. It is different with the study of literature properly speaking, and especially as regards modern literature. It is a truism, but one like many other truisms express a most important truth, that modern civilization, and hence modern literature, is essentially christian, while ancient civilization was essentially Pagan. This does not mean that all in modern literature refers directly to the christian religion, but that nearly all valuable literary productions of modern times owe their actual form and a great portion of their contents to the existence and influence of the christian religion. Our modern conception of duty, responsibility, virtue, etc., are widely different from the ancient conception. The most refined Greek had never any misgivings as to the moral wrong of the trade in human beings, of the lack of charity, etc. Greek philosophy never taught the dignity of labor in our modern sense, and it never had as much as the shadow of an idea as regards the universal applicability of moral laws. The idea that *all* men are free and equal, never entered the head of a pagan philosopher. And what is true of philosophy and religion is in the same degree true of exact science. Only the shadowy outlines of science were dimly recognized by the most gifted of the ancients. The stupendous wealth of conception and ideas which have entered into modern literature in consequence of the grand advance of modern science, has had its due share in making this literature so grand and original. But this is a subject which, to be treated with anything like the

attention it deserves, would require a book. The bare allusions to these facts will be sufficient. These facts certainly prove that modern literature and modern languages are productions so important and distinct that their study cannot be too warmly recommended. If pursued in the true spirit, and with adequate tact and judgment, it cannot fail to contribute largely to the realization of the fondest hopes of the philanthropist, viz. : the breaking down of those narrow prejudices which have so long separated mankind in hostile camps, and the virtual establishment of a reign of brotherhood and good will to all.

GREEK AND LATIN.

BY L. F. PARKER.

But few languages have been studied long or extensively—much less spoken—when they were not vernacular, and these few have attained this high distinction, usually, because of their theological or commercial bearings. The Sanskrit, long unspoken as a native tongue, is cherished by the Brahmins for the Vedas written in it; the Arabic is widely honored for its Koran, and the Hebrew for its old Testament. The French, too, is largely the medium of communication between different nationalities on the Continent, and even in western Asia, and the English is girdling the world, and infusing itself into remote regions, borne on by the power and commerce of those who speak it. But these bear slight comparison with the Latin and the Greek in the extent of their diffusion, time and space, in the attention given them, or in the objects for which they are cultivated. Though the latter have important ecclesiastical and theological relations, they have not been cultivated merely or mainly on their account. Their lofty and lasting prominence has been secured by their charming and elaborate structure, their rich literature, and their adaptations to mental discipline.

The Latin was carried out of Italy by the victorious Romans over Europe to its Ultima Thule in the West, eastwardly into Western

Asia, and south into Africa; but it shrunk back along the track of the retiring conquerors when they withdrew, leaving often only faint traces of its former use. The Latin language began to decline about the commencement of the christian era, and, eventually, faded out into Italian in Italy, and was broken up in France, Spain, and Portugal, into the basis of the modern languages of those regions.

Though the Latin ceased to be a vernacular tongue, it was adopted by the christian church as the language of its service, and by the learned as the language of literature and the medium of communication between themselves. Hence, when universities were founded in the Middle Ages, Latin was spoken by their faculties and students, though their Latin would, doubtless, have made Cicero or Quintilian nervous. Though the Latin has ceased to be spoken except in the councils and in the service of one branch of the christian church, and is rarely written, it has never ceased to be diligently studied.

The Greek, in this unlike the Latin, was carried beyond the boundaries of its native regions by those to whom it was an alien tongue. Before the Macedonian Supremacy, the Greek was spoken in Asia Minor and in Southern Italy, but these were Greek colonies. Alexander and his successors adopted it as their court language, and introduced it into Asia as far as the Indus, and into northern Africa. Greek literature was cultivated and Greek cities sprung up all along the line of their conquests. "Their campaigns acquired a character of profound moral greatness by the incessant efforts of the conqueror to amalgamate all races, and to establish under the noble influence of Hellenism, unity throughout the world."* Alexandria in Egypt was built to commemorate the name and to promote the aims of the Macedonian conqueror. It became a center of Greek learning, second only to Athens itself, and into its peerless library the available literature of the world was gathered in Greek translations.

Subsequently, the sturdy old Romans, with minds for business and muscles for action, became the conquerors of Greece and of the world, but they surrendered to the Greek. The Greek language charmed while its matchless literature fascinated them. The Greek writings were the stimulus and the guide of Roman literature, and

* Humboldt.

the Greek language was spoken by Roman tongues in the families at Rome; in its Forum and in the Senate. It became the language of learning and the learned throughout the empire. The orators, poets, philosophers, and princes sought Greek instructors, conned Greek volumes and became as skillful in the use of the Greek language as in that of their mother tongue. The Romans were proud of their Greek culture, and often attributed to it their success in life no less than in literature and in learning, but none more heartily or more frequently than Cicero.

The literary decline which corrupted the Latin language and the barbarian incursions which overwhelmed the Roman empire in the west and also the division of the Christian church into eastern and western, dissolved the power of the Greek in Latin regions and almost expelled it from them. However, it never ceased to be cultivated or, until within a few centuries, even to be spoken in portions of Italy. The modern revival of Greek learning commenced in Italy in the fourteenth century in the literary efforts of Petrarch and Boccaccio, and extended throughout eastern Europe and constituted the core and largely the cause of the intellectual activity which agitated church and state, and eventuated in opening a new world in literature, in art, and in politics as really as in America.

The Latin acquired new honor as the poetry of Virgil and the philosophy of Cicero supplanted the mysticisms of the schoolmen, and the Greek became a fountain of western culture as it had been the source of the Roman fifteen centuries before. The science of that period, except mathematical, was meagre and formative, the literature was dull and frigid, and famishing minds longed for the sweet and luscious viands on those old Roman and Greek tables, as the plant loves to drink in the sunlight and to absorb moisture. It was natural and necessary, then, that the "revived" learning in colleges and universities should be almost wholly classical and mathematical. But this education, then "new," led to broad and broader fields of thought and inquiry until to-day we have literatures in living tongues never before equaled in extent and variety, and, as some believe, in richness also, and have a body of science more minute, vaster, and more exact than earlier scientists ever imagined. These modern literatures and this new science have won for themselves

an honorable place in courses of study, and, as life is not materially longer than formerly, it is questioned whether our present modified instruction in the classics should not be followed by its entire exclusion.

While cheerfully conceding and affirming the merits of the new and competing studies, we would suggest some of the reasons which induce most educators to advocate the retention of the classics in literary institutions, and even to urge the increase of facilities for their study.

CLASSICS, AUXILIARY TO SCIENCE.

The Latin and the Greek deserve a prominent place in every course of literary training because of their service to the study of science.

The names of the sciences are almost exclusively of Greek origin and their technicalities are derived from the Latin or the Greek. Orthography, Geography, Grammar, and Arithmetic are all Greek words no less than Logic, Rhetoric, Chemistry and Astronomy. The divisions of Grammar are from the Greek while the names of the parts of speech and their sub-divisions are from the Latin.

These are but fair specimens of the origin of scientific nomenclature. An effort was made by some who would fain dispense with Latin and Greek in the realm of science to introduce scientific terms from modern tongues, but it was as futile as the search for the philosopher's stone. Should this utopian effort succeed, even then words from Rome and Athens would still swarm in scientific definitions as thick and richly laden as bees about Mt. Hymettus.

This aid is abundantly attested, and by varied experience. Teachers of science to classes composed of classical and unclassical students bear emphatic testimony to the greater success of the classical scholars. Some instructors on the continent and some in this country go so far as to say that classical students "invariably" surpass others in physical science, and Prof. Thiersch says, "even mathematicians find a classical training superior to an exclusively scientific one even for their own specialty."

The continental universities reserve their highest scientific honors for those who have built their higher science on a classical foundation. The scientific schools in this country are still in their formative

period, yet some already make a knowledge of Latin a perquisite to the first degree in science. The entire drift—no, it is rather the intelligent and steady movement in scientific education is toward and in the enlargement of classical knowledge required or recommended. Charles Eliot, the young and accomplished President of Harvard University, when he was in the Faculty of a scientific institution, and in an article in behalf of “the New Education,” wrote, “young men who are to devote themselves chiefly to other than linguistic studies after their seventeenth or eighteenth year have special reason to give a large portion of their time before that year to the study of language,” and, again, “After English, the most desirable study for a boy is Latin.” Classicists and scientists alike will, doubtless, accept Pres. Eliot as an “authority” on this point.

CLASSICAL STUDY THE BEST INTRODUCTION TO MODERN LANGUAGES.

The classics are useful auxiliaries in the acquisition and mastery of the continental languages. The language of literature is not the best instruction to any speech which is studied solely for its social or commercial uses. If a foreigner would acquire the English to use only as a traveler through our country, or as a merchant in New York, he will learn little in “Paradise Lost” which he can use in ordering his breakfast, and as little of service in selling his goods or posting his books. But if he would learn the giant weight of our tongue, the thoughts embodied in it which bear the soul up among intellectual Alps, let him study Milton, early, deeply, fondly. So, if physical necessities or business utilities impel a student to the acquisition of French or German, he can do better than read Racine or Goethe; but, if he would enlarge his mental power or his mental vision by the mastery of those languages, let him not overlook their noble dramas. To such a student previous acquaintance with the classics will be of greatest advantage.

The Latin and the Greek, and pre-eminently the Greek, by their refined analysis of thought, by their numerous etymological forms, their sharply defined syntax, their nice lexical distinctions, and by their long and vigorous* historic life, suggesting the changes of

*The Greek is a *living* language, though often called “dead.” The literary words and forms in the Greek of to-day differ much less from those used by Plato and Demosthenes than the English of Lowell from that of Chaucer.

youth and exhibiting those of maturity, introduce the student to the philosophy of language more properly than any other tongues, living or dead. Were it possible to learn that philosophy without a knowledge of the classics, the time spent in the effort would be sadly misemployed. The student who comes to the study of modern tongues with the discipline acquired in that of the classical and with its comprehensive outlook, has an advantage much like that of the military officer, trained by many a triumph, who has looked down on his enemy's camp from a balloon. But there is a more obvious (though no more real) advantage to students of the Romance languages.

The languages of Western Europe are modified Latin or outgrowths from it, Latin under a veil, or more truly its offspring, and the family likeness is distinctly marked, so that one acquainted with the present can become acquainted with the children with little difficulty. The highest authorities give concurrent testimony to this effect. Ex-President Woodbury, late of Yale, a few years ago intimated that, were he responsible for the best possible training of a pupil in a four years' course in the four leading Romance languages, he would teach him the classics exclusively during the first two years and devote only two years directly to the four modern tongues. His successor, Pres. Porter, claims that for the requisition of these languages "the thorough study of Latin will be a positive gain so far as *time* is concerned." John Stuart Mill makes the same claim and asserts that the mastery of the Latin makes it easier to learn four or five of the continental languages than it is to learn one of them without it.

THE STUDENT OF HISTORY SHOULD BE A CLASSICAL SCHOLAR.

Europe and its colonies constitute the most important portion of the world, and their political, intellectual and moral condition and tendencies are the matters of profoundest interest to him who would understand the world as it is. The present condition of these nations is an effect, in the main, of causes which had their historic origin among the people of Italy or Greece, or those which became potent among them by the aid of the classic languages. It is an important fact that the sceptre of the world passed from Greek to

Roman hands and was then shattered by the tribes of the north, and that the foundations of these modern nations were laid on the ruins of the Roman empire, but it is a fact, certainly no less important, that the Greek and Latin languages and literatures have been mightiest agencies in all their subsequent civilization and progress.

The treasures of history lie below chronological tables among the influences and causes which modify or mold individual and national life. After all fit concession to other causes, the noblest advancements in freedom and culture cannot be explained without reference to the ancient world any more than the growth of the plant can be referred to the influence of sun and moisture alone, ignoring the rich soil whose elements have been wrought into leaf and flower. In alluding to this fact no man becomes more poetic in his prose than Macaulay, when he says: "All the triumphs of truth and genius over prejudice and power, in every country and in every eye, have been the triumphs of Athens. Wherever a few great minds have made a stand against error and fraud, in the cause of liberty and reason, there has been her spirit in the midst of them, inspiring, encouraging, consoling,—by the lonely lamp of Erasmus, by the restless bed of Pascal, in the tribune of Mirabeau, in the cell of Galileo, on the scaffold of Sidney." * * * "The power is, indeed, manifested at the bar, in the senate, in the schools of philosophy, on the field of battle. But these are not her glory. Wherever literature consoles sorrow or assuages pain, wherever it brings gladness to eyes which fail with weakness and tears, and ache for the dark house and long sleep—there is exhibited, in its noblest form, the immortal influence of Athens."

THE CLASSICS—A FOUNTAIN FOR MODERN WRITERS.

The indebtedness of modern literature in the classics should not be overlooked. The streams from Greek fountains which fertilized the Roman literature in the Augustan age were so direct and pure that their Hellenic origin has never been questioned, yet those which adorn and enrich our own, flow as truly if not as obviously, from classic sources. Goethe, Milton, Wordsworth, and Bryant, like

Virgil and Horace, have drawn their inspiration from those who drank at Helicon and Parnassus, for there they fed—

“On thoughts that voluntary move
Harmonious numbers.”

The charms and the magnetism of Addison, Johnson, Macaulay, Bancroft and Emerson are the charms and magnetism of classicists. Emerson's words concerning Oxford, its “atmosphere is loaded with Greek learning,” may be applied to the whole of our modern literature, changing the word “Greek” to “classic,” for modern writers have drank in much of the classical spirit, though some of them may have absorbed more. Classical culture is all pervasive in modern civilization, and there is not an intellectual sense to which it does not appeal nor an avenue through which it may not enter the mind. The mind, like the body, is usually nourished by voluntary and conscious efforts, but, often, unconsciously, also, by absorption, and it may be a question whether common opinions and mental tendencies are not formed as much by the latter process as by the former. The richness and sweetness of many virtues consist of classic elements though they never visited their source and are unaware of their origin.

Aside from all classical allusions, the very source of our literary terms is eminently suggestive. While words of every-day life are chiefly of Saxon origin, and those of fashion and romance come from the French, the technical terms of the higher arts, the sciences, philosophy, and the best literature, are from the Greek and Latin. A few quotations (in which the italicized words are of classic origin) will illustrate this point. They are believed to be fair specimens, and the thoughts are pertinent to the general discussion. In the Atlantic Monthly we find an article by Pres. Eliot, of Harvard, and quote the following:

“*Partial or special students* are of two sorts in most of the *technical schools*. First, Men of age and *acquirements*. Secondly, Young men of *imperfect preliminary* training, whose parents think, or who themselves think, that they can best become *chemists* by *studying* nothing but *chemistry*, or engineers by only *attending* to the *mathematics* and their *applications*, or *architects* by *ignoring* all knowledge but that of *architectural design*. This *notion* is, *certainly*,

a very *crude* one; but it deceives many uninstructed parents and inexperienced young men."

Hon. Joseph Story, one of the ablest jurists ever on the United States supreme bench, uses this language:

"To be *ignorant* of these *languages*—the classics,—is to shut out the lights of former times, or to *examine* them only through the glimmerings of inadequate translations. What should we say of the *jurist* who never *aspired* to learn the *maxim* of law and *equity* which adorn the *Roman codes*? What of the *physician* who could *deliberately* surrender all the knowledge heaped up for so many *centuries* in the *Latinity* of *Continental Europe*? What of the *minister* of *religion*, who should choose not to *study* the *scriptures* in the *original* tongue, and should be *content* to trust his faith and his hopes for time and *eternity* to the dimness of *translations* which may *reflect* the *literal import*, but *rarely* can *reflect*, with unbroken force, the beautiful *spirit* of the *text*?"

The following extract is from "Lectures on the English Language," by Hon. George P. Marsh, one of the ablest ministers of the United States to European courts :

"I do but *echo* the *Universal opinion* of all *persons competent* to *pronounce* on the *subject* in *expressing* my own *conviction* that the *language* and *literature* of ancient Greece constitute the most *efficient instrument* of *mental training* ever enjoyed by man, and that a *familiarity* with that wonderful speech, its *philosophy*, its *eloquence*, and the *history* it embraces, is, *incomparably*, the most valuable of *intellectual possessions*."

CLASSICAL STUDY INTRODUCTORY TO THE PHILOSOPHY OF ENGLISH GRAMMAR.

The mastery of the laws of the English language will be best attained by the study of the classics. Though the Saxon elements of the English are more numerous than the Latin and the Greek, the number and, especially, the character of the latter, are such that no student can wisely ignore their source. The more difficult syntactical principles of the English are pre-eminently classical and the English student's "*pons adinorum*," the infinitive and the participle, cannot be passed safely without a classical guide.

We will not say with Goethe, "he who knows no foreign tongue, knows *nothing* of his own," but rather that he has, probably, not learned its sweetness, felt its power, or mastered its laws. If any have done this by the study of English alone, we will simply suggest, "there is a better way."

CLASSICAL STUDY A DRILL IN PRACTICAL LOGIC.

Linguistic study is an exercise in applied logic, and of the most practical sort. The study of mathematics is also an exercise in logic, but pure mathematics belong exclusively to demonstrative reasoning. The questions of real life, (though thought and the power of thought are far from being the *least* "real" things in the universe) on the farm, in the workshop, and in the office, the problems of business, of society, and of the State are within the limits of the possible or the probable, and without the range of the demonstrable. The process by which the young man selects his life-work, by which the farmer determines what to sow, and the statesman what laws to enact and what penalties to annex, is one of probable reasoning, and that only. In daily life men commence with premises which are probable, proceed by relations which are probable, and, at last, call out of many possibilities those which seem most probable. The "Pure Reason," as Kent terms it, presides over none of those judgments; that which is employed, the German might well call "mixed," and is often badly mixed, too. It is the judgment which we need in business life, and which should be liberally cultivated in preparation for it. The work of translation is a perpetual drill of this very kind, forcing the student to a constant balancing of the most varied, and often the most perplexing possibilities.

An Iowa jurist* has well said that a classical student "could not translate a page without the exercise of his reasoning powers, but the factors which enter into his calculations are grammatical dependence, logical sequence, historic truths, poetic beauty, and all the the accumulated treasures of Geography, Ethnography, and Archæology."

CLASSICAL LANGUAGES—A MINE OF ARCHÆOLOGY.

The value of the classics with reference to the pre-historic history

* Austin Adams, Esq., in an address in advocacy of "Classical Learning."

which they involve, and to which they lead, is just beginning to be appreciated, and has been hinted already. Philology is now taking rank as one of the departments of Archæology, and while Darwin is seeking to trace man's physical origin and development, and Lubbock is enquiring concerning his early intellectual and social state, philology comes laden with jewels for the enquirer as to the original unity or plurality of mankind. These are older than all formal records, and imbedded in language itself. Languages are vast store-houses of human history, and much of it is "fossil history," just that which modern research is seeking to recover from shell heaps, ancient mounds, and from lake beds. Our own Smithsonian Institution is zealously working this mine, and its last volume is a valuable "contribution" to this special department.

Philology has already shown that the ancestors of the English, French, Germans, yes, that the Celts, Teutons, ancient Romans, and Greeks, the Russians, and a portion of the East Indians, were once one family, and at home on the plateaus of the central part of Western Asia. Though no traditions point to that spot or to that time, though all memory of it seems to have been lost before the earliest records of any of the original family, linguistic evidence has satisfied all investigators that the family was peaceful and happy—one in which the father was recognized as a protector, the brother as an assistant, and the sister a source of joy; and that members of it understood many of the useful arts, such as weaving, agriculture, horticulture, etc. The Smithsonian writer referred to, says, and very justly, too, "The achievements of comparative philology have been so brilliant and remarkable as to justify the expectation that, with its augmented means and improved methods, it will yet be able to solve the great problem of the linguistic unity of mankind, of which, as a receiver, he has assumed the charge."

While the history of the outer life is very important, that of the world's earliest thoughts and thinking is still more so, and nowhere can evidence, so ancient and so trustworthy, be found as in language. Ben. Johnson's remark, "Words best show a man," is emphatically true of a people. Ideas first exist and then words to represent them, and the words are their best possible representatives. The antecedent idea of a cablegram in the American mind has just

introduced the word into our speech, and the existence of the word would prove to all inquirers that the idea had existed previously. The Latin and the Greek actually sparkle with bright images of primeval feelings and conceptions.

Thus, in addition to all truths put into sentences, there are those in words themselves which are of highest value to the historian, the antiquarian, and metaphysician. Yet no language yields its richest treasures except when studied especially in relation to its own group. i. e., philologically, and in the Indo-European system the classical languages occupy the leading philological position. Though the discovery of Sanskrit has built up a science of philology, as Bowen's principles created the system of physical science, it is not the keystone or the foundation of the philological arch,* but comes next in importance to the Latin and the Greek.

IMPARTIAL TESTIMONY.

By a happy infirmity of human nature, one can become so interested in that on which he labors, as to detect excellencies there which are invisible to other eyes. Let intelligent witnesses, unprejudiced by their vocation, give testimony. Should any well informed person be asked to name four of the ablest English-speaking analysts of the human mind, and those, too, who have studied the problem of education most profoundly, he would doubtless name President McCosh, of Princeton ; President Porter, of Yale ; Sir Wm. Hamilton, of Scotland ; and John Stuart Mill, of England.

* President McCosh says : " I am prepared to vindicate the high place which has been accorded to languages in all the famous colleges of the old world and the new." " Among languages, a choice must be made, and there are three which have such claims that every student should be instructed in them." " The Latin " is of inestimable value from its literature—second only to that of Greece in the old world, and to that of England and Germany in modern times ; and a model still to be looked to by English and by Germans, if they would make progress as they have hitherto done." " Then

* Prof. W. D. Whitney, Professor of Sanskrit at Yale, and professedly the ablest Sanskrit scholar in America.

* In his Inaugural address, at Princeton.

there is the Greek, the most subtle, delicate, and expressive of all the old languages, embodying the fresh thoughts of the most intellectual people of the ancient world, and containing a literature which is unsurpassed, perhaps not equaled, for the loveliness, purity, and grace of its poetry, for the combined firmness and flexibility of its prose." * * * "I believe that our language and literature will run a great risk of hopelessly degenerating, if we are not ever restrained and corrected, while we are enlivened and refreshed by looking to these faultless models."

President Porter, in his "American Colleges and the American Public," maintains "that, for the years appropriated to school and college training, there is no study which is so well adapted to mental discipline as the study of language." The study of the classical languages should be universally preferred to any other as a means of discipline in every course of liberal education, and should continue to be made prominent and necessary in the American colleges." "We contend, moreover, and it is generally conceded, that in disciplinary influence, the study of the classics is far superior to the modern tongues."

Sir William Hamilton, in the Edinburgh Review, for October, 1836, asserted that the study of classics, "if properly directed, is absolutely the best means toward a harmonious development of the faculties—the one end of all liberal education."

John Stuart Mill, in his famous University Address at St. Andrews, Scotland, in 1867, affirmed and re-affirmed that in disciplinary and in general educational value, "the classical languages have an incomparable superiority over every modern language, and over all languages, dead or living, which have a literature worth being generally studied." * * * "Human invention has never produced anything so valuable, in the way both of stimulation and of discipline to the inquiring intellect, as the dialectics of the ancients."

Should we extend our inquiries across the English Channel, to the French philosopher, Cousin would tell us, "classical studies are, in truth, beyond comparison, the most essential of all, conducting as they do to the knowledge of human nature." * * * * "To cripple, far more, to destroy them, would in my eyes be an act

of barbarism, an audacious attempt to arrest true civilization, a sort of high treason against humanity."

From the mass of similar testimony from the highest sources, and those wholly unprejudiced by professional connection with classical instruction, one quotation more must suffice:

Goldwin Smith, late Professor of History in Oxford, England, and now lecturer in an American institution, anything but partial to Latin and Greek, ventures to the very verge of prophecy in a paper read at Albany, in 1869, as follows: "Greek seems alone worthy to be the organ of the human mind. So marked is this superiority, indeed, that I can hardly believe that the destinies of the two ancient languages are yet accomplished, or feel sure that Latin will not some day again be the language of Law, and Greek the language of Philosophy and Science."

CLASSICAL STUDY, AN ABIDING BLESSING.

If classical students neglect and forget the minutiae of their linguistic studies when involved in the whirl of American life, it is equally true of the mysteries of mathematics and the technics of physical science, but the conclusion sometime drawn, that they are therefore useless, is a non-sequitur. The broader and juster views of man, his capacities, his history and the conditions of human progress, and the strength of mental muscle and the better command of it acquired, will remain, and, even should all be lost save their influence as a gymnastic, a grand advantage is still retained. The work of the invalid may be good, but the health he gains by it is better; the handiwork of the apprentice may be worth preserving, but the skill of hand and eye and mind acquired in making it is incomparably more valuable. Yet it is a remarkable fact that to no class of studies in the ordinary college curriculum have the most eminent graduates accorded more honor, or turned so frequently from the dull routine of business or the cares of state to find refreshment and renewed strength. Milton was not alone in the linguistic taste which led him to devote five years after his university course entirely "to the perusal of the Greek and Latin classics," and afterwards to boast that he had "not merely wetted the tips of his lips in the stream of those languages." Many orators like Burke and Pitt and

Curran have continued to draw inspiration from classical sources, while many of our best elucidations of classic themes and of ancient life have been produced as the recreations of statesmen and of cultivators of other fields. When in this generation Lord Derby translates Homer, when Gladstone, in the vocation of "England's business," writes *Juventus Mundi*, and our own Bryant crowns his life and American literature by giving the world his *Iliad* and *Odyssey*, they are but "bright, particular stars" in the large and ever-growing constellation of life-long students of the classics. A return to the classics has often refreshed wearied minds as the touch of earth is said to have given new strength to the exhausted muscles of Antæus.

FACTS OF THE HOUR.

The classics were never studied so extensively or so intensively as at present. The best old-time colleges and universities like Harvard and Yale, and Princeton now require a more complete knowledge of the Latin and the Greek to enter than was once demanded for graduation, and then follow the years of college study, and after that post-graduate lecturers and courses annually increasing in number and extent. Students, too, show their appreciation of classical study by electing it when made wholly optional, especially, after having a sufficient acquaintance with it to judge of its value, as at Harvard last year, where 110 of about 130 sophomores chose the Latin and the Greek. In the widening range of elective studies there, the number of students of the classics (as of every other branch) diminished in the junior and senior years, yet the examining committee call special attention to the fact that, "of the first ten in the senior class, eight elected Latin, and many of the highest scholars were found in senior Greek division."* But this senior work seems to have been their *seventh year* of classical study.

Classical courses, so called, are, properly, *semi-scientific*, and but few colleges have opened courses which are wholly unclassical,—most of these institutions have abandoned or partially classicized such courses by requiring some classical study before or in them.

*"Old and New," July 1871.

The test of the comparative excellence of these courses has not been prejudicial to the 'semi-scientific.' The testimony of Professors in the University of Michigan, the only institution in the world which has given so fair a test of the different courses, is too direct and too valuable to be omitted. In the "Old and New" for July last, Prof. H. T. Frieze has the following emphatic words: "It must be said in all candor that an experiment of twenty years, placing the newly arranged courses side by side with the classical, and securing to all of them opportunities, corps of instructors, college rank, and graduating honors, *absolutely equal*, has convinced both teachers and graduates that the classical course has not yet been *equaled* by any other, whether in *disciplinary influence* or in actual *attainment of knowledge*."

Prof. J. K. Boise, now of Chicago University but late of Michigan University, says, of the latter institution that nearly every year, some of the scientific students pass over to the chemical side and that the chemical students have been much more fortunate than others in obtaining responsible and lucrative positions, and then runs up the matter thus: "*In financial value* a classical education is *superior*, not to speak of its superiority in other and *far more important respects*."

It should be borne in mind that this comparison of academic courses does not apply to the courses in our University, for the Faculty, (before I became a member of it,) fully up with the wisdom of the times, required three years of classical study as a pre-requisite even for the scientific degree. The experience of Michigan University proves that the classics should be admitted into the scientific course. The narrow-guage in education, whether narrow by excluding classics or science, is too narrow for our liberal age, or too narrow for liberal Iowa.

Justice to my subject demanded more ; justice to my readers, perhaps, less. Some statements quoted may have been universal when they should have been general, or general instead of particular. I have given them as their author's, and as worthy of thoughtful consideration.

In providing for the higher education, Iowa will surely give her sons and daughters the option of the *most liberal* classical culture, and provide the *best facilities* for it.

THE LABORATORY OF PHYSICAL SCIENCE.

BY PROF. GUSTAVUS HINRICHS.

“Knowledge is Power ;” at least the knowledge of physical science ; for the most characteristic features of the present phase of modern civilization have been brought about by this power. And as the knowledge of physical science is being diffused in constantly wider circles, especially since active measures are being taken, both in this country and in Europe, for the introduction of physical science into the common schools, we may reasonably expect that these characteristic features of the present will become more marked yet in a near future.

While it is not necessary to demonstrate that knowledge of physical science gives great power to man, it may be desirable to present a few facts which prominently exhibit this power.

The steam-power used by Great Britain is obtained by the combustion of annually twenty millions of tons of coal. But one ton of coal thus consumed does the work of about seven laboring men, working hard all the year round. Since the maintenance of one active laborer requires a family of at least four persons, then 20,000,000 tons of coal represent the muscular labor of 140,000,000 strong laborers, or a population of 560,000,000 persons, fully eighteen times as many as actually inhabit the British Islands. In other words, the possession of the knowledge of physical science enables Great Britain to exert a mechanical power equal to a nation almost twenty times as numerous, but not possessed of that knowledge.

This same knowledge gave the North a great advantage over the South in the late civil war ; for the burning of 200,000 tons of coal per annum under the boilers of northern factories performed as much mechanical labor as 1,400,000 able-bodied, full-grown slaves could annually perform for their masters.

Physical science also gives greater power to the politician ; for the words spoken anywhere in this Union are, if of sufficient importance, by telegraph communicated to every city in the land, and inside of twelve hours every intelligent voter of the country is

influenced by these words spoken to comparatively few persons in a single place !

But the steam-engine and the electric telegraph have been obtained by the effort of patient workers in physical science. To such, each new fact is of highest importance and is carefully investigated. The apparently useless discovery of Galvani, the construction of the galvanic battery by Volta, the observation of the deflection of the magnetic needle by the galvanic current, constitute the stepping stones in the invention of the electric telegraph. The submarine cables, connecting the distant continents, are worked in the manner first suggested by Oersted. A fourth fact, the temporary magnetization of soft iron was first used practically in the physical laboratory, (Henry), where Steinheil and Morse constructed their special systems of telegraphy now most extensively used.

The common popular notion, that such great inventions are chiefly due to the exertions of *practical* men of questionable or no education, is even less true, than the statement that we owe more to the baker and the butcher, than to the farmer. For without the constant toil of the farmer raising cattle and crops, neither butcher nor baker would be able to ply their vocations.

If it were necessary to add to the above in order more fully to show the power of physical science, we might ask how many industries, now supporting thousands of families, have resulted from investigations in physical science? How many photographers are there in this country alone? How great is the value of coloring and antiseptic compounds now manufactured from coal tar, which used to be considered a waste product and a nuisance? How many workmen find profitable employment through the—by science—improved methods of smelting iron and manufacturing steel? How many, again, are engaged in the conversion of these vast masses of raw products into stupendous bridges, almost unending railways and machines without number? How many centuries would it have required to pierce the Mount Cenis by muscular labor (if it could ever have been undertaken in that manner) instead of by the power of water and air, controlled by the *knowledge* of physical science in the possession of the engineer?

But not only does physical science confer great mechanical power

upon the nation possessing and cultivating the same, but physical science contributes also a very essential part to the enlightenment of the race. This will probably be appreciated from the fact that it is manifestly impossible to burn elderly ladies as witches, when the weather is successfully predicted by scientists at Washington, London, Berlin, Vienna, and Paris. If much of superstition yet remains, it is due to the fact that the proper study of physical science has not yet become an essential part of the work of dreary common school.

This neglect of physical science by our schools is commencing to be felt as a very serious defect of the common schools of the present. Especially in England, but also in this country, efforts are being made to remedy this state of things. In a not very distant future every town of five thousand inhabitants will have a school-laboratory for the study of physical science, equal to that of the Iowa State University at present, and even the humblest village school will possess a separate room devoted to laboratory purposes, so that every child, attending the common schools, will learn the rudiments of physical science, not by hearsay merely, but by actual experiment and observation. In that day our present schools will be looked down upon as we look down upon the educational system of the dark ages. In the dark ages no efforts were made to instruct the masses in the rudiments of the letters which were taught only to the few ; so at the present only the few study by actual experiment and observation the laws of the physical world, while the masses at the most are taught to read, to write and to cipher. Even if the child attends school for a number of years, the present system only trains a few of its faculties (especially the memory) but leaves the growing mind in utter darkness* about the great world of matter wherein we live and upon which we depend at every step of our life upon this earth.

If, then, the knowledge of physical science is *power*, both mechanical and intellectual, it ought to be thoroughly taught in our highest institutions of learning—as it is done in those of Europe. This requires above all *laboratories, apparatus* and *qualified teachers*.

* This accounts also for the rapid spread of some "isms" which are most positively contradicted by the phenomena of the material world. A highly finished literary education is of course no obstacle to the spread of such isms.

But if the rudiments of this knowledge ought to be imparted to every child attending our common schools, then the laboratory of the State University ought to train teachers who are able to correctly teach these branches ; that is by experiment and observations not by mere talk and show.

THE COURSE OF STUDY

at the laboratory of the Iowa State University has been arranged with the view to meet the above requirements. It is carefully *graded*, so that the general and fundamental elements and principles have to be mastered before any students can be admitted to special branches of physical science.

The general courses require two years for completion, and are obligatory upon all students of the academic department ; the special courses are all *elective*. This arrangement of our course of study in physical science has met with most favorable recognition both abroad* and at home.† For further details of this course of study we must refer to the *School Laboratory of Physical Science* for 1871.

METHOD OF INSTRUCTION.

At this laboratory no one single method of instruction is followed, but all branches of physical science are taught by the following methods *combined* in the order here given:

I. The student is assigned a lesson in his text-book to prepare himself for the LECTURE given on the subject assigned. Without such preparations lectures cannot yield satisfactory results; at the same time the lecture is necessary to impress the student by the living word, to exhibit the apparatus referred to in the book, and to

* The editor of *Nature*, published at London, says: "such is Prof. Hinrich's idea of a sound scientific training, and a very admirable one it is. To carry it out we must strive after good teachers, capacious laboratories, and trustworthy text-books.

† A recent editorial in the *Scientific American* says: "This strikes us as the only sensible way in which to impart instruction in science, and after it has been practiced for one generation the condition of society will be found to have vastly improved. *The best interest of education demand that we should begin at the bottom of the ladder, and not at the top.*

show some of the general phenomena of which no written word can give an adequate idea. This first part is the so-called *lecture-system*, so much used in Germany. Such lectures can only be given by the most competent teachers.

II. The student is now prepared to *recite* on the subjects thus presented in the lecture, and again studied at home preparatory to the recitation. In these recitations the student learns to *express* the knowledge gained; and the teacher is enabled to judge of the faithfulness wherewith the study has been pursued on the part of the student. This second step constitutes the so-called *Recitation-system*, characteristic of American schools. For the study of physical science it can, however, be of no use, unless presented by the lecture system as above stated. Instructors and tutors can properly perform this work of hearing recitations.

III. When the students thus have become familiar with the leading facts and laws by lecture and recitation, they are able to *verify* the same, and thus to obtain that *conviction* of the truth of the laws and principles without which physical science cannot be said to have been studied at all. Therefore the students are admitted to the laboratory, where each one carefully experiments and observes, measures and weighs, records and calculates, *so as to become personally convinced of the truth of the laws stated* in the book and in the lectures, and repeated in the recitations by the student. Only by this *laboratory practice* can the student become acquainted with the real *methods and limits of science*. Without such laboratory practice the study of physical science is but a nominal one. Branches of physical science figuring in the catalogues of colleges and schools not affording such laboratory practice, really is but adding to the literary branches of study others of very questionable value.

But the laboratory work should *fully* demonstrate the truth of the laws stated; and this cannot be done, except the work be not only qualitative, but also and *essentially quantitative*, for all things in the material world are governed by measure, weight, and number.

This laboratory work, has long been practiced in the most advanced schools of Europe, admitting only professional students; it alone has led to the discoveries of modern science. I have for years been

at work devising plans and means to enable schools of lower grade to introduce this system of instruction. The results of these labors have been published in my "*Elements of Physics*," and "*Elements of Chemistry*," now used in the laboratory of the State University. "*The Elements of Cosmos*" are in the course of preparation. The preparation of these courses for this laboratory has proved exceedingly laborious, but the results obtained by the students in actual practice at the stands in the laboratory do amply repay our labors. Besides we have the great satisfaction that this work has contributed to direct the attention of eminent men to the State University of Iowa in general, and to its laboratory in particular to such an extent as to urge the introduction of this reform in science-teaching in wider circles.*

In view of such results, I shall not complain because these labors have almost completely prevented me from continuing my original researches

WANTS OF THE LABORATORY.

Having as briefly as possible represented why physical science should be taught and *how*, and having by a few quotations shown that the work done at this laboratory is approved by those best qualified

Rossiter W. Raymond, United States Commissioner of Mining, editor of the *Engineering and Mining Journal*, New York, says in an editorial:

We welcome as an earnest of a better era coming, (in regard to science instruction) several publications which have reached us from the IOWA STATE UNIVERSITY. We refer to several numbers of "*The School Laboratory of Physical Science*," and a manual called "*THE ELEMENTS OF PHYSICS, Demonstrated by the Student's Own Experiments*," prepared by Professor Gustavus Hinrichs, expressly for use in teaching this science by the experimental method.

In an editorial in the *London Scientific Journal* "Nature" begins as follows:

"By resolution of the Board of Regents, in 1870, the Iowa State University has finally cut loose from the old college course. Only by this resolution, *placing the elements of physical science at the very beginning of the course*, can instruction in science become thorough. For the first time the students in physical science have been offered facilities not too inferior to those they have for ten years enjoyed in other branches of learning." And with what results? "A marvel of studious industry there" (in the laboratory). "Young men and young women, boys and girls, measuring, weighing, testing, demonstrating and rending facts upon fact in physics, that, at least in our school days, were pored over in a maze of bewilderment, in dryest of text-books, to be bolted in sections without question." *We trust that these important reforms in science-teaching will prove contagious, and spread rapidly from the plateau of Iowa City to a region of even greater extent than the American continent.*

to judge, it remains only to state how far the means of the laboratory will permit the work thus begun to be continued. If the means are inadequate, if the number of young men and young women from all parts of Iowa seeking the advantages of this laboratory, is much greater than the laboratory can accommodate, the question will have to be decided by the Legislators of Iowa, whether the most necessary facilities shall be provided by appropriating the necessary funds for the purpose, or whether the work shall be stopped where it originated, although eminent scientists have declared this work to be worthy of great extension.

I. ROOM.

During the last school year, 184 gentlemen and 108 ladies, or a total of 292 students, received instruction at this laboratory. This year already 250 students have practiced in the laboratory. But the rooms of the laboratory are utterly inadequate to give proper accommodation to so many students; they have, therefore, only practiced about one half as much time—or even less—than they ought to have spent at the stands in the laboratory. Unless we are prepared to say that this practical study shall be discontinued, we must provide at least as much more working room as the laboratory now contains. While in every other laboratory students in chemical analysis have a stand assigned to each one individually, we are compelled to limit the student's time to assign *three* and more students in analysis to the *same* stand; besides, we have to use same stand also for the accommodation of two other grades of students! To add to all this difficulties of insufficiency of room, we suffer from inadequate ventillation in the laboratory rooms. We have now fully thirty students in qualitative analysis; of these quite a number will want to take up urine analysis and toxicology next year; shall *such* work be done by advanced students in a badly ventilated room, where the younger men and women have to recite and to practice in experimental physics?

It is absolutely necessary that a hall be erected for the accommodation of students in practical physics and chemistry. A first story of a wing of a substantial LABORATORY BUILDING ought to be built, costing about \$20,000.00. If these funds cannot be provided, a temporary frame building of sufficient capacity might be put up for

about \$5,000.00. If that cannot be had, we must admit and acknowledge, that the students coming to the State University of Iowa *cannot* find the accommodations required for the study of practical physics and chemistry.

If such a laboratory building * were begun, it ought to be provided with a square tower to serve as a station for the observation of the principal meteorological constants.

II. APPARATUS.

At no time in the history of this university has a large appropriation been made for chemical and physical apparatus; nor has any considerable collection of minerals been procured. Smaller amounts appropriated from time to time have been expended for common articles and especially for materials and glass ware consumed by students and in lecture experiments.

For the *lowest grade* of students we have constructed a greater number of simple apparatus, constantly used in the laboratory practice. This apparatus is in part described in the elements of Physical Science and in the School Laboratory above mentioned; the importance of this apparatus to the student can, however, only be fully appreciated by a visit to the laboratory.

For the students in the *second years' course* we have, however, hardly any apparatus, although that class of students numbers upwards of sixty. We need for this grade a considerable number of instruments of moderate precision, such as *balances, spectrosopes, electroscopes, galvanometers, microscopes, theodolites, cathetometers, volumeters*, and a great many other instruments. Also a set of *self-registering meteorological instruments* is very much needed, both for the students, and to obtain authentic and complete records of the atmospheric phenomena for this region of the State. Such records are destined in a near future to be of the utmost value in regard to all climatological questions.

An appropriation of \$4,000.00 would permit the purchase of the most needed physical, chemical and self-registering meteorological instruments. Since these instruments retain their value if properly

* In the first number for 1872, of the "School Laboratory," may be found further details concerning such laboratory building.

used, the above sum would represent only an actual expenditure of about two dollars per term per student.*

Besides these, students in the first and second grade, (Elements and Principles of physical science), there are many in the *special branches* of physical science, such as Agricultural Chemistry, Technical Chemistry, Mineralogy, Crystallography, Analytical Chemistry, both qualitative and quantitative, general and special. Young men, intending to teach science, have left Colleges east and come out west to the Iowa State University to study such branches of physical science. Shall nothing be done for such students, and shall our own young men leave Iowa for Europe in order to continue their studies in physical science here begun? If we wish to retain such students at this University, something will have to be done to procure the necessary *apparatus of research*, apparatus of higher degree of precision. At least a *beginning* ought to be made by appropriating \$2,000.00 for such apparatus, to form the nucleus of a real cabinet of apparatus for advanced students.

Another great want of the laboratory is a good and sufficiently extensive cabinet of *minerals*. Minerals form the basis of a great many highly important industries, and the State University ought to be able to show its students at least some of the manifold treasures of the mineral world.

III. TEACHING FORCE.

The amount of work done in the laboratory is much greater than the present teaching force will be able to continue. It is not only telling on the health of the writer, but even the younger instructors, who have been subjected to this work for but a few years, are beginning to suffer from it.

The laboratory practice is not an imitation of the work done by a few of the most advanced students in post-graduate courses at European laboratories, but it is an organic outgrowth of our American *common school system*, aiming, first, to instruct and benefit the many, rather than to secure the highest culture in a few.

* Each term, \$2.00, would be \$6.00 per year for each student. Sixty students in the class would give \$360.00 for the class per year, representing the interest of \$3,600.00.

CONCLUSION.

A visit to the laboratory will, we confidently assert, prove to any one that the wants above specified are *real*, and that the laboratory will be unable to properly instruct the students coming to it from all parts of the State, unless these wants are satisfied.

The growth of the Sta'e is so rapid, that its institutions of learning fall behind, unless their development is apace with that of the State at large. So far, the growth of the laboratory has been satisfactory; in less than six years the rooms provided for the laboratory and thought to be ample by many, have become utterly insufficient. At present, the above wants of the laboratory must be satisfied, or it will become unable to give that practical instruction which is demanded by the students who throng its rooms.

NORMAL DEPARTMENT.

BY PROF. S. N. FELLOWS.

Rev. George Thacher, President of the Iowa State University:

DEAR SIR: — In accordance with your request, I respectfully submit the following report and recommendations:

In August, 1867, I was elected Principal of the Normal Department. During the two or three years that followed, I gave the subject of normal instruction much earnest thought and careful investigation. I endeavored to look over the whole field and to inquire, not only what are the educational wants of Iowa to-day, but what will be the wants of the future. It seem to me, that by wise legislation, that should look to present and prospective demand of education, such a system of normal schools might be secured as would compensate, in some degree, for the apparent delay in their establishment.

The plan which I at length adopted, I had the honor to present in a report to the Iowa State Teachers' Association, held in Marshalltown, in August, 1869, in the following language, viz.:

“It will be remembered that the State University is at the head of the free school system in Iowa. Students from every part of the State, having begun and carried forward their education in the district and high schools of the various counties, may resort to the University and enjoy freely the facilities there afforded for completing a classical, scientific, and professional course of instruction.

“Your committee would suggest as the University is at the head of the free schools, so the normal department should be the recognized head of the normal schools of the State ; that there be established also, from year to year such a number of normal schools as the wants of the State may require ; that these normal schools be properly distributed throughout the State ; that they all be of the same grade, each having a limited course of study and furnished with all the facilities of a training school, where teachers in large numbers may be gathered and receive preparation for teaching in the primary grades and in the common or district schools of the State. The normal department should have a more extended course of study and facilities for a more complete scientific and professional training ; so that even graduates of the elementary normal schools may, if they desire, attend the University, and in the normal and other departments, pursue a more extended course of readings, study and lectures, professional and scientific, and receive a certificate or diploma corresponding to their proficiency.” This report was unanimously adopted by the State Teacher’s Association.

One year after the above action, the National Normal Association, at its session held in Cleveland, Ohio, August, 1870, received and adopted a similar plan, which was presented by Professor W. F. Phelps, of Minnesota, in the following clear and forcible statement, viz.:

“The work of the primary teacher is so distinctive and peculiar in its character and aims, as to demand a peculiar and distinctive training therefor—a training especially adapted to the circumstances of the case. In like manner, the instructor in the higher departments of education, has a work more especially his own, differing widely in its motives and aims, and demanding attainments and qualifications very different from those of the elementary teacher; and the training

of these teachers for advanced schools should be suited to their conditions and necessities. In other words, the necessities of our system of public education at the present time, demand not less than two grades of normal schools—one for the preparation of elementary teachers, and another for school officers and instructors in the higher departments. These two classes of normal schools should be organized and conducted as *separate establishments*."

The above emphatic endorsement of the plan I had previously presented to the Association at Marshalltown, is truly gratifying.

It will be remembered that the normal department of the University was opened in September, 1855. During the first ten or twelve years of its history, it was practically an elementary normal school, having much of that time a model school and other appliances of a normal school. It was eminently proper at that time that this department should be of an elementary grade, for the University itself was largely engaged in preparatory work.

In 1867, the trustees wisely begun to elevate the standard of scholarship requisite for admission. Gradually this work has gone forward until the present time. For obvious reasons, the normal department has also raised its standard for admission, and added one year, and then another of higher branches to its course of study; thus keeping pace with the academical department in its growth and development. The result is, that for elementary teachers, the normal course is now arranged, has too many of the higher branches and too little opportunity for elementary drill; and at the same time it is not sufficiently extended for higher normal culture.

In my opinion, therefore, the time has come for us to take another step forward toward the consummation of the system before mentioned, by transferring all elementary normal training to such normal schools as may be established throughout the State, reserving only to the University the *higher* normal work above referred to.

My reasons for the above are briefly these :

First, the University can never realize its high aims by doing such elementary work. Elementary normal training, if carried forward successfully, would require the reorganization of classes for drill in the common English branches, the re-establishment of a model or training school, and the addition of all the apparatus and appliances

of such schools in other States. This for the University, would be going backward, rather than forward.

My second reason, is the imperative demand there is throughout the State for elementary normal training, together with the fact that to some extent, this department is a bar to the establishment of normal schools. Of the twelve thousand teachers in Iowa, as near as we can ascertain, sixty per cent hold third grade certificates, and ninety-four per cent are without normal training. In elementary schools we have the great majority of ignorant and unskilled teachers, and from these schools the University must for some time to come receive nearly all its students. The supreme importance, therefore, not only to the State, but also to the University, of having this elementary work rightly done, can be scarcely appreciated.

For these, and other reasons that might be given, I recommend that the friends of the University join with the educators of Iowa in urging the Legislature at its coming session to establish normal schools throughout the State, securing an organic connection between said normal schools and this department; and that the normal instruction hereafter given in the University be such, and such only, as is appropriate to an institution of the highest grade.

THE LIBRARY.

BY AMOS N. CURRIER, LIBRARIAN.

Rev. Geo. Thacher, President of the Iowa State University:

DEAR SIR:—The University Library contains four thousand and fifteen (4015) volumes, exclusive of Public Documents, about five hundred in number.

These books have been carefully chosen with reference to their permanent value as well as their adaptation to the present wants of our students. History has been made a specialty, and in particular that of Greece, Rome, and the English-speaking countries. In general literature the collection is choice rather than extensive, embracing

the best productions of the standard authors, and some rare works of special interest, such as the publications of the Chaucer Society.

Biography, Philosophy, Science, and Periodical Literature (American and foreign), have their share of attention.

Our set of the Ancient Classics is mostly complete, while French and German literature have not been neglected. Liberal expenditure has been made for valuable works of reference, such as Encyclopedias, Dictionaries of Language, Authors Geography, Antiquities, etc., etc.

A full catalogue is yet in manuscript for want of funds to print.

An index is in course of preparation, which, when completed, will give a full list of the subjects treated of in the whole collection, and references to all the volumes bearing upon each topic. This Concordance of Subjects already contains between eight and nine thousand references.

The Library occupies a room forty-two by twenty-seven feet; plainly, but comfortably furnished. It is open as a reading-room, and for the issue of books, seven hours each day, and its privileges are free to all students of the University.

But our present Library is only the nucleus of one adequate to our present needs, and essential to the best advancement of the University.

Its best supplied departments fall far short of a reasonable completeness, while many others, scarcely less important, are very meagerly supplied. Collections of books, old, rare, or curious, are certainly far from valueless, but are luxuries rather than necessities. With us, the accumulation of actual working capital must be the sole aim for years to come. Fortunately, material of this sort is attainable in the richest and most varied abundance—the priceless heritage from the ages past and the vast accumulations of our own times.

History well defined as “philosophy teaching by example,” claims the first notice from its intrinsic value and its attractiveness for all classes of thoughtful readers. While no part of this wide field should be unrepresented in our selection, the history of our own country and continent should be specially complete.

While no general treatise should be omitted, of even greater value

must be regarded those descriptive of specific periods, events, movements in the normal, social, intellectual and political world, achievements in art, science and literature, material advancement, the lives of representative men, and whatever else will contribute to an accurate, clear and complete picture of the life and character of the people, and the progress of their institutions. Special attention should be paid to the collection of whatever will throw light upon the pre-historic period or the language and history of our rapidly disappearing Indian tribes.

Of no less importance is the history of England "because it is the history of our own nation and lineage and because it records the development of liberty and the institutions, of the literature and the commerce which have already exercised the most widely-spread influence upon the human family and which are destined to exercise a still more extensive influence over future generations.

Closely connected with this is, of course the history of the nations of Modern Europe—a field of great extent which cannot be too fully explored or too carefully studied. In Ancient history that of Greece and Rome is of the highest value on account of its intimate connection with the foundation and development of the religion, literature, and entire civilization of modern times.

Whatever, therefore, can acquaint us with its facts or deduce and enforce its lessons must be regarded of essential consequence.

Nor must we forget Asia, the cradle of nations, the birth-place of religion and civilization, of special interest just now as the grand theater of Christian missions, and for its new attitude towards modern ideas particularly as represented by ourselves.

To their individual histories must be added the universal, for their connected views of human progress, and besides, a third class of treatises of quite as high value which set forth the growth, development, and consequences of influential ideas, principles and systems, such as histories of civilization, religion, education, philosophy, art, science, literature, government, etc.

On each of these topics, too, there should be sought books written from different and even opposite stand-points, that the investigator may be able to save himself from one-sided, and hence incorrect views and conclusions.

Biography, as the interpreter and representative of all the ages and the varied phrases of humanity, as well as the record and exponent of individual life and character," thus setting forth not the ideal but the actual and possible, bears an intimate relation to history and shows its claims to attention.

As the University is largely a school of *science*, in the true and catholic sense of that word, the scientific department of its library should be specially extensive and complete, drawing its stores from the whole range of sciences, material, mental and moral, and giving a full account of their history, progress and vast acquisitions, as well as unfolding and illustrating their widest applications to human uses and welfare.

Special mention must be made of political science in its most comprehensive sense—a knowledge of which in a country like our own must always be of the first importance.

The applications of the sciences in the professional departments of the University will of course demand a large supply of books relating to their respective fields.

Adjacent to all these classes and partially comprehending them, lies the vast field of general literature, rich in the noblest fruits of the genius, knowledge, and culture of the ages. In poetry and fiction, in the history and criticism of literature and art, in the contributions of the essayist, the orator, and the divine, whatever has high merit in style, thought, or sentiment, should with all possible speed, and in the largest variety find a place in our library.

Another want deserves mention here—that of a Professor of Books, the peer of any instructor in the University in ability and acquirements, who shall have a thorough and minute acquaintance with the entire library, be able to advise the students as to the use of its stores, and who, besides, shall fully comprehend its deficiencies and wisely supply them.

Such a library is essential to the efficiency and welfare of the University, *as a store-house of knowledge*, furnishing the fullest record of the acquisitions and achievements, past and present, in every department of human activity, and information on every subject of inquiry—appliances necessary to the broadest and most

accurate scholarship or to the most perfect success of the investigator, but otherwise beyond the reach of professors and students alike.

It is of no less value *as a means of the highest and truest culture*, importing information, inciting to activity, refining the feelings and moulding the character, by inviting to the society of the learned, the refined. and the pure. Who can estimate the personal influence of such men as Socrates, and Arnold, of Rugby?

But in a well furnished library are gathered the wisest and best men of all time, with whom we may enjoy a more intimate communion than was possible when they dwelt in the flesh. "They were often hid and inaccessible, solitary, impatient of interruption, fenced in by etiquette, but the thought which they did not uncover to their bosom friend, they now reveal to us the strangers of another age. Themselves aroused to the highest energy of thought and feeling, these master minds stir us to intellectual effort, and inspire our moral faculties with a sympathetic activity.

In the society and under the instruction of such minds, with capacity and inclination on the part of the student, may be acquired, as nowhere else, extensive knowledge, catholic views, a varied and and thorough discipline, and all that goes to make up the most comprehensive and symmetrical culture. But aside from its value to the University, *a thoroughly furnished library is of high consequence to the State.*

Placing within the reach of all a vast treasure house of knowledge, it would stimulate investigation, and attract to its halls inquiries in every department of labor and study, thus making its influence for good felt in every corner of the State.

For advantages such as those indicated above, no Iowan should be compelled to depend upon the munificence of other States, or turn his Steps to more favorable universities.

Having now given a full report of the affairs of the University for the interval that has elapsed since my predecessor's report to the

last General Assembly, it only remains to add a few remarks concerning its further development.

My idea of what it ought to become is, I believe, already familiar to you, and has, if I am not mistaken, your unqualified approval. To realize that idea in any large measure, must necessarily be the work of years. *But there should be a continual advance towards it.*

An institution like ours, in such a State as Iowa, at such a time as this, ought not to be allowed to remain stationery at any given point in its history *for a single year*. Its only proper watchword is PROGRESS, and the progress should be steady and manifest in every element of healthy growth and of permanent well-being. But in order to do this two pre-requisites are indispensable:

First. A vast improvement in the public schools of the State.—The University is almost wholly dependent on the schools for its yearly accessions of students. The preparation with which the applicants offer themselves for admission to the University is chiefly that only which they have been able to make at those schools. But so far are the schools in which Latin is taught at all that large number present themselves who have not even the least knowledge of the grammar of that language. The consequence is that the Faculty are under the necessity of providing further elementary study of Latin *in the University*, thus imposing on the instructors in that branch of a liberal education a grade of labor which properly belongs only to the teachers of preparatory schools.

And it often occurs that those who propose to be examined for admission are entirely ignorant of algebra, because they have had no opportunity for studying it, so that an examination would be useless, and is of course refused until the deficiency is supplied by further study. Nor is this the worst: for of those who are qualified for admission, so far as the two studies now named are concerned, some are so little acquainted with English Grammar, Geography, and United States History, that kindness to them and respect for the institution alike necessitate their rejection; while a considerable proportion of those who are admitted have been so superficially taught in these common branches as to be seriously embarrassed in their higher studies in the University.

These remarks have reference chiefly to our Academical Department. The evil, however, is not limited to that, but extends to the Law and Medical Schools where no preliminary examination is required, but where preparatory knowledge and discipline are even more important, for the sufficient reason that in these departments comparatively little opportunity is afforded for general culture, and for compensating the losses incident to early education.

To remove this very serious hindrance to the highest efficiency and value of the University it is entirely necessary that our primary schools in every part of the State be brought up to a far higher degree of excellence than they have yet attained. The pupils in all these schools should be so thoroughly drilled in the elementary branches usually taught there, as to be well qualified for more advanced studies. In order to do this, it is of the most imperative necessity that the Legislature should, in some way, provide *immediately*, at least one normal school, and others as rapidly as they can be established and sustained, for the education of teachers. It is vain to hope for any important improvement of the schools without first affording the teachers facilities for preparing themselves for work. Such preparation can be easily and advantageously made only in institutions organized for that special purpose. It is therefore in the highest degree for the interest of the University that the projected normal school in Iowa Falls, or Springvale, be approved by the General Assembly with an adequate appropriation for defraying its yearly expenses. Money so expended would be—indirectly and remotely, but not on that account the less truly,—an outlay for the benefit of the University, *and of all the denominational colleges in the State.*

In addition to the improvement of our primary schools, there is, as intimated on a previous page of this report, an urgent demand for High Schools or Academies. In every county there should be at least one such institution in order that the boys and girls who may have acquired a good elementary education, may have the opportunity of pursuing more advanced studies, such as Latin, Greek, Natural and Physical Science, and the Mathematics, and thus fit themselves for the usual four years' course in our highest institutions.

To the effecting of these improvements in the means of popular education, all friends of the University, and all believers in the importance of sound learning and thorough mental cultivation, would give their united, untiring efforts, and the whole weight of their influence. Next to true morality and religion, there is nothing more conducive to all the great interests of a State *than the knowledge and the power to use it*, which may be acquired by our young men and young women diligently availing themselves of the advantages of a system of public instruction thus enlarged and made complete.

THE SECOND pre-requisite to the best development of the University is a *sufficiency of money*.

To argue this would be superfluous. Facilities for education can no more be had without pecuniary cost than without time and thought. It is proposed in this closing paragraph to do more than name the objects which demand speedy expenditures, and make a large appropriation by the legislature a matter of stern necessity.

1. *The Medical Department.* The professors in this department have hitherto served the University gratuitously, and those who are non-residents have even defrayed their own traveling and hotel expenses, besides being subjected to a considerable loss of medical practice by reason of their absence from home two days of every week during the medical term. It cannot be expected that they will do this much longer. And if this department is to be sustained, as it doubtless will be, provision should be made for paying them a fair compensation, and for furnishing them, if possible, with more ample accommodations for the prosecution of their work.

2. *The Law Department* is in need of large additions to its library immediately, and if the number of students continue to increase as it has done, it will soon become extremely difficult to do without an entire re-furnishing of the lecture-room.

3. *The Academical Department*—The wants of the several chairs in this department are set forth with sufficient clearness and urgency by the Professors themselves, in the papers to which your attention has been before directed. It is proper to add that money can hardly be used with greater advantage to the students and the University than by supplying those gentlemen with whatever helps

it may be in your power to grant them in their zealous endeavors to enlarge and otherwise improve their several departments of labor.

The University Library.—The remarks of Professor Carrier, in his paper on this subject contains suggestions of too great value to be reasonably overlooked by either the Legislature or the Regents. For it is hardly possible to place too high an estimate on a large, increasing, and well assorted library viewed as auxiliary to the immediate objects of the University, and to the general interest of letters, science, and all true intellectual culture. As it now is, our library, thanks to the wise and efficient management of the Librarian, possesses rare excellence, containing, as it does, but a small proportion of light and ephemeral literature; and is of the greatest *practical* value, being resorted to every day by large numbers of students, in comparatively few instances for entertainment, but chiefly for the acquisition of substantial knowledge. When it shall have become what a University library ought to be, when our one small room shall have been exchanged for many spacious halls, and our four thousand volumes multiplied to one or two hundred thousand, then it will be to the people at large what it is to-day to the members of the University, opening its doors to all seekers for knowledge without limitations to classes or communities, and offering to every aspirant for learning, all the help which books can give. The accomplishment of this great desideratum must necessarily be very general, but in order to any approximation towards it, a constant expenditure will be indispensable.

5. *The Salaries of the Academical and Normal Professors and other Instructors.* There are at least two forcible reasons why many of these salaries should be increased. First, they are at present very small for the amount and kind of service rendered. It would doubtless be impossible to secure service of *equal value* from other men, (should any occasion impose the necessity of seeking it) *without an additional expense of several thousand dollars.* Secondly, the compensation allowed to some of our Professors is too limited to yield a comfortable support for themselves and their families. It is a pertinent question whether our prosperous State *can afford* to practice such economy.

6. *A Home for Female Students.* It is impossible to overestimate the importance of the speedy erection of a building for this purpose. If the co-education of the sexes is to be continued in the University, every inducement should be offered to young women to come to it from all parts of the State. At present many are deterred from coming by the difficulty of finding suitable homes. Should all come who desire to do so, the difficulty would prove to be an impossibility. It is a well known fact that the families in Iowa City who are disposed to accommodate students with room and board, very generally give the preference to young men. The result is, that the number of young woman in the University is comparatively small, and in many instances their apartments are extremely ill-adapted to their wants. The heroism which some of them exhibit in the steady pursuit of knowledge, despite undesirable localities and many other discomforts, is worthy of the highest praise.

To remedy this evil of poor accommodations, a building should be erected exclusively for young ladies, in a retired spot, at a convenient distance from the University, with rooms and bed rooms for fifty students, and apartments for superintendent and matron, besides a dining-hall and parlors,—to be under the control of the Regents, and managed with that wise economy which would secure the greatest comfort and advantages, at the lowest cost to the student, and without pecuniary loss or gain to the University.

7. The improvement of the University park and buildings, ordinary and extraordinary repairs, fuel, gas, printing, postage, stationery, and many other sources of expense which it is equally impossible either to foresee or avoid, make a large contingent fund an absolute necessity.

With this statement of our needs of a large appropriation of funds by the Fourteenth General Assembly, this report is respectfully submitted.

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